

THE INSTRUCTOR

March

1939



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CLASSIFIED TABLE OF CONTENTS

<i>Cover Picture:</i> Marvin O. Ashton, Second Counselor in Presiding Bishopric—Sketch..	98
<i>Lesson Enrichment Articles:</i>	
The Love of God Overcometh Fear	97
Pictures That Talk	99-102
The Religious Importance of the Period of Youth	103
A Pilgrim's Advice	134
<i>Special Articles:</i>	
Provo Second Ward Attendance Record	104
Mothers' Day Program	105
They Can if They Will	106
The Story of a Picture	107
The Horn of Plenty	112
Cartoon	124
<i>Easter Program</i>	116
<i>From the Desk of the Superintendency:</i>	
On Being Sunday School Minded	108
Sunday School Products	108
Which Are You?	109
Safety First	109
Stake Sunday School Conferences	110
<i>Music:</i>	
Jesus Has Risen	115-16
<i>Departments:</i>	
Secretaries	111
Librarians	111
Choristers and Organists	113
Unions	116
Missions	117
Gospel Doctrine	112
Missionary Training	121
Gospel Messages	123
New Testament	125
Old Testament	128
Church History	130
Primary	132
Kindergarten	135
Cradle Roll	138
<i>Poetry and Gems of Thought:</i>	
Tithing	102
Education—Ruskin	103
Salutation of the Dawn— <i>Sanskrit</i>	107
Faith—William Dean Howells	117
Life is a Book—Zelda Howard	120
It's What We Look For	122
Let Each Man Learn to Know Himself	127
Today—Emerson	139
<i>The Funny Bone</i>	140

*You will find these special Features
of Interest*

How to Overcome Our Fears	Page 97	Spirituality and the Horn of Plenty	Page 112
Who is the Presiding Bishop's First Assistant?	Page 98	Musical Numbers and Order in the Sunday School	Page 113
The Story of a Trip in Pictures	Page 99	At What Ages Are People Converted?	Page 103
		What the General Board Proposes by way of Honoring Mothers	Page 105
A Man Who Ate Tobacco and How He Quit	Page 106	Laughs Between Serious Moments	Page 140

THE INSTRUCTOR



OFFICIAL ORGAN OF THE SUNDAY SCHOOLS OF THE CHURCH OF JESUS CHRIST
OF LATTER-DAY SAINTS

DEVOTED TO THE STUDY AND TEACHING OF THE RESTORED GOSPEL

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No. 3

The Love of God Overcometh Fear

These are days of widespread fear.

Nations are afraid of one another. This is the explanation for the present race in armament. Each country, looking for an attack from some other country, arms to the limit of its resources. And so it has come about that the "Big Stick" is flourished, to create fear in other peoples. Indeed, one European dictator told the world, the other day, that he was arming to protect his people. Whether this is true remains to be seen. Thus Fear rides among the nations.

Individuals, too, are fearful. They are in constant terror of having to go to war, of being bombed from the air, or of having to breathe poisoned gas spread by enemies in the streets. The man with a job is afraid he cannot keep it, the man without one is afraid of starvation or of losing his self-respect, and both look with dread to old age. Employers and employees are at each other's throat. Then there is the automobile. No one who drives or walks on the road nowadays has any assurance that he will reach his journey's end, and meantime the folks at home are worried almost to death lest their loved ones be killed or maimed on the public highways.

Fear is thus eating out the heart of nations and of individuals alike. What will be the outcome? For Fear is a poison

that will destroy whoever harbors it.

But there is a cure for Fear. That cure is Love. No employer who loves his employees has any need to fear that they will desert him, for he will then deal justly with them; and no laborer who loves his employer will ever be disloyal to him or slack in his work. Love will thus solve the labor-industry problem. The husband and wife who truly love each other will never break the marriage vow, and their children will grow up in an atmosphere that will preserve them from ignorance and the greater evils. Thus Love will solve the social problem. And what of office-holder who loves his constituents will betray them? Thus Love will solve our major political problems. And if individuals are actuated by Love in their dealings with one another, the nation, which is made up of individuals, will act on the principle of Love in its dealings with other nations. Thus international problems can be got out of the way. The old copy on the school slate of our grandfathers and grandmothers, "Live and let live," should be changed to the Christian rule, "Live and help to live."

Love is two-fold, however. There is love of God, and there is love of neighbor, and both need to be expressed in deeds, not in words merely.

To love God means to keep His com-

mandments. When we keep His commandments, we prove our love for Him. We can do so in no other way. But to keep the laws of God tends more and more to root out self-seeking from our hearts at the expense of other people. For one of the commandments requires us to love our neighbor as ourself, and our neighbor is anyone who needs our love.

Love is power. Love is positive, creative, sustaining. It is Fear that destroys. When, therefore, we substitute Love for Fear, we are on the road to happiness, and peace, and contentment. Also God is Love. And so when we put the love of God in our hearts, we acquire courage to do the right, fortitude to sustain the right, and power to make righteousness prevail.

Joseph Smith, speaking of prayer, says that most people give up too soon, are

too easily discouraged. Jacob "wrestled" with God. So did Enos, in the *Book of Mormon*. The Prophet himself was weeks in getting himself into the feeling where he could dare go to God in the Palmyra woods. But prayer is the means by which we obtain spiritual power, the power that drives out Fear, that gives us a feeling of security in the world.

Whoever, then, wishes to expel the brood of Fears from his heart must (1) love God so earnestly that he will "keep the commandments," (2) love his neighbors so sincerely that he will treat them as he wishes to be treated by them, and (3) pray continually for strength and courage to do what he ought to do.

Thus will Fear be exorcised and the sense of security take its place in men and in nations. The Gospel of Jesus Christ, which is Love, is the only thing that can save the world.

MARVIN O. ASHTON

First Counselor in the Presiding Bishopric

Bishop Ashton was born forty-six years ago, in Salt Lake City, where he has lived all his life. He was educated in the public schools there and at the L. D. S. University in the same place. His wife, before her marriage, was Rachel Jeremy, and to the couple have been born six children. Two of these children, Wendell and Marvin J., served as associate editors of the *Millennial Star*, an English publication of the Church, and the first named is a member of the Sunday School General Board. Bishop Ashton's father, Edward T., was in the presidency of the Salt Lake Stake when he passed on. The Bishop himself was once a stake president and later regional chairman of the Church Social Welfare Committee.

Whoever seeks the key to Bishop Ashton's character will find it in the word "stability." His judgment is sound. He feels his way carefully. And this quality it is that appeals to him in the Church, of which he is one of the presiding officers. Religion, he believes, is the great stabilizing influence in the world. But he divides religion—at least his own religion—into "action" and "knee-action".

One of his favorite quotations is from Lincoln, who used to say that he "went to his

knees because there was nowhere else to go." Bishop Ashton believes that. No greater solace can be obtained than that which comes from prayer. The man who takes time off from business or one of the professions long enough to pray sincerely, with faith, has a resource of power and peace unknown to the religious skeptic.

But prayer is not enough, the Bishop says. There must be action, something to do. Doing a service to others takes one's mind off one's self and one's worries—at least, long enough to get some respite, a change. Any man who puts his mind on doing what the boy scout calls a good turn, will never commit suicide through worry. The Church has given to the Bishop, he says, an outlet for this desire to escape from depression of spirits. Work in the Church has buoyed him up, sustained his courage, given him hope and the better promise.

The point here, of course, is that this characteristic of Mormonism reveals the main trait in the Bishop himself. It is an index to the man, a clue to his character. Prayer and work in the service of others—these are the mainstay of life.

PICTURES THAT TALK

Notes by George D. Pyper, pictures by Wilford Wood

I.

Much has been written about the historic scenes in early Church History. The exhaustive series by Elder E. Cecil McGavin, which has been running in the Church section of the *Deseret News* for some weeks, would seem almost to be sufficient to cover the subject. Nevertheless, this writer feels that a few pictures taken on a trip to these early scenes, last summer, will be interesting and valuable as lesson enrichment to *Instructor* readers, especially as they show some excellent photographs of our beloved former Superintendent, President David O. McKay.

The writer made the trip at the invitation of Elder Wilford Wood, official photographer of the Pioneer Trails Association and superintendent of the Orchard Sunday School, South Davis Stake, who took the pictures shown on these pages and those to follow.

The first lap on our pilgrimage was by the Union Pacific "Challenger" to Chicago, where we spent a pleasant day with President and Sister Bryant S. Hinckley at the Northern States Mission headquarters.

An interesting side trip out from Chicago was a visit to Wilmette, where we had an interview with Charles Bidamon, only living son of Major Lewis C. Bidamon who married Emma Smith after the Prophet's death. He and his wife were very friendly and urged us to stay for lunch but time would not permit. He showed us some manuscripts, however, of great interest, including official *Habeas Corpus* documents, deeds, and, the most interesting of all, original manuscripts of the *Pearl of Great Price*.

Returning to mission headquarters the writer had the pleasure of showing a strip of pictures of the old Salt Lake Theatre and relating the early history of the drama in Nauvoo and Utah.



Starting on a journey is always an occasion for a thrill and this was no exception to the rule. George D. Pyper, (left) and Wilford Wood smile at their friends as the "Challenger" blows a shrill departing blast.

A late train carried us to Detroit where Brother Wood secured a new Chrysler coupe and our trip thereafter was made in his high powered automobile. The Sunday School speed limit, except where further restricted, is fifty miles per hour, but that high geared new Chrysler was a terrible temptation to the writer's genial host. However, all legal requirements were obeyed.

Crossing the international bridge at De-

troit, we rode into Canada after undergoing the usual search and making the regular declarations. There didn't seem to be much difference between Canadian and American travel, and U. S. money seemed to be as current as in our own country. After a night in a tourist camp we enjoyed the beauty of the Niagara Falls; also were well soaked by what Honoluluans call "liquid sunshine." But the beauty of Niagara was worth a good



PRESIDENT BRYANT S. HINCKLEY, (left) SISTER HINCKLEY AND GEORGE D. PYPER
in front of Mission Headquarters, Chicago



A BEAUTIFUL AND ARTISTIC VIEW OF NAGARA FALLS
From the Canadian side

wetting. A number of pictures were snapped here and the one shown is really a work of art. Although the writer had visited the "Falls" over fifty years ago, a feeling of awe again came over him as he gazed upon this mighty cataract. These lines occurred:

Flow on forever in thy glorious robe
Of terror and of beauty . . . God hath set
His rainbow on thy forehead; and the cloud
Mantles around thy feet. And He doth give
Thy voice of thunder power to speak of Him
Eternally, bidding the lip of man
Keep silence, and upon thy rocky altar pour
Incense of awe-struck praise.

—Mrs. Sigourney.

Leaving the "Falls" with regret, we hastened on toward our objective—Palmyra and the Sacred Grove, where the Eastern States mission was to hold a conference and where

the pageant "America's Witness for Christ," was to be given at the Hill Cumorah.

In the writer's capacity as manager of the Salt Lake Theatre he had crossed the country to New York many times, but never before had he been privileged to visit Palmyra or the Sacred Grove. His feelings were naturally somewhat wrought up as he approached the sacred spots. There was in mind, too, the pleasure of an anticipated meeting with President McKay, and that added zest to the experiences.

We found a comfortable place to stay in Palmyra and next day autoed to the railway station where after much delay the train pulled in and there we met President and Sister McKay. We had the pleasure also of meeting a number of missionaries returning from their missions in South Africa. These missionaries came through the eastern floods in safety, though the train ahead of them was overturned by the raging waters.

(To be continued)



A JOYOUS MEETING WITH PRESIDENT AND SISTER DAVID O. MCKAY AT THE
PALMYRA STATION

In the background are some missionaries who had just arrived from South Africa

TITHING

We are duty bound to pay our tithing, one-tenth of all we possess. That is what is required of this people. But there are so many queries and doubts and sentiment, as to leave the principle of tithing in the dark. Yet it is simple and easy to understand, and may be comprehended by the weakest of all Saints.—*Brigham Young.*

The Religious Importance of The Period of Youth

By Dr. John T. Wahlquist
Written for Enlistment Workers

On the basis of careful investigations among non-Mormons, Professor Starbuck, the eminent psychologist, states: "Conversion does not occur with the same frequency at all periods of life. It belongs almost exclusively to the years between ten and twenty-five. The number of instances outside that range appear few and scattered, that is, conversion is a distinctly adolescent phenomenon. . . . One may say that if conversion has not occurred before twenty, the chances are small that it will ever be experienced."

Inasmuch as Mormon youth are no different in nature, this is a significant statement for the teachers of the Gospel Messages and Missionary Departments. Furthermore, the great loss in Sunday School enrollments is in these two departments; evidence of the fact that the young persons have classified themselves as either definitely interested or uninterested in religious topics as treated in a Latter-day Saint Sunday School. These statements should be a challenge to all concerned—teachers, parents, executives and enlistment workers.

Why does the Sunday School fail some youngsters? Possibly, because the work is not sufficiently individualized. If there is anything in psychology that we know for certain, it is that we cannot treat youth en masse. The individual differences of the students must be recognized at every stage—in the teacher's preparation, in the lesson assignments, and in the recitation. The typical youth will take offense at any indication of neglect. At the first recognition that the teacher is subordinating man to the Sabbath, to the Sunday School, or to the Sunday School lesson, there is danger that the youth will be lost to the cause.

The first step in an effective enlistment program is to be certain that any individual who attends Sunday School will desire to come again. This means that every lesson

must be properly psychologized. In this connection another quotation from Starbuck may be appropos:

"Doubt seems to belong to youth as its natural heritage. More than two thirds of the persons whose experience we are studying passed through a period sometime, usually during adolescence when religious authority and theological doctrines were taken up and seriously questioned. To be exact, 53 per cent of the women and 79 per cent of the men have had a pretty distinct period of doubt, which was generally violent and intense. In Dr. Burnham's 'Study of Adolescence' three fourths of his cases passed through such a period."

Can we teachers, fully converted to the Gospel, stand by and permit youth to question the sacred principles for which we stand? If we cannot, we cannot teach youth effectively. If our temperaments will not permit impartial, objective scrutiny of any point, we are not suited to the cause of youth—however effective we may be in teaching children or converted adults.

Dean Holmes of the Harvard Graduate School of Education says:

"Between thirteen and nineteen the boy disappears and the man emerges. The first mark, then, of this mental change will be skepticism. Skepticism itself has a negative and a positive side.

"If he is ever to have a real self, or a real morality, or a real religion he must go through the process of clearing the ground from all tangled rubbish of his past. If in the place of the old a new temple is not erected that is the fault of his teachers. . . . the truth we have doubted the most and fought the hardest when last it overcomes us, becomes the sweet truth we possess. The world's greatest men of faith have come from the ranks of its most stubborn skeptics."

EDUCATION

"Education does not mean teaching men what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters, and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and continence of their bodies and souls. It is a painful, difficult, continuous work. . . ."

—Ruskin.

Provo Second Ward Keeps Up Its Attendance Record

The Second Ward of Provo continues to preach and practice perfect attendance at their Sunday School. On Sunday, January 8th of this year (1939), sixty-three officers and pupils were presented with the Perfect Attendance pins for their 1938 achievement. Their names are as follows:

One year: Forest Allred, Worth Allred, Billy Anderson, Jeanine Anderson, Keith Carter, Kenneth Carter, Arvilla Carter, Keith Casper, Kenneth Casper, David Franck, Myron Frazier, Mark Goold, Rayola Halladay, Rula Huff, Lucile Hunt, Clyde Jepperson, Donald Johnson, Vera Johnson, Zelma Johnson, Lola Jolley, Athenee Knudsen, Helen Lyons, Dick Liddiard, John Lyons, Bert Liddiard, Delbert McDaniel, Halvor Madsen, Sarah Madsen, Stanley Madsen, Dean Madsen, Ray Madsen, Maurine Myers, Ina Olsen, Elayne Olsen, Harlan Olsen, Estel Simpkins, Clifton Spendlove, Leon Stubbs, Mary Thurgood.

Two years: Jack Gallup, Betty Jepperson, Hester Johnson, Naomi Knudsen, Lucile Scott, Eugene Stubbs, Fred Stubbs.

Three years: Emma Jacobsen, Hilda M. Johnson, Josephine Johnson, Virgil Stubbs.

Four years: Elva Liddiard, Joyce Taylor.

Five years: Barbara Greaves, Gaylon Greaves, Robert Jacobsen.

Six years: Vinnie Anderson, Maud Haladay, Mark Johnson, Donna Knudsen.

Seven years: Robert Greaves, Verna Greaves, Lester Hardy.

Eight years: Phyllis Johnson.

Nine years: Lorna Hunt, Ardyth Olsen. General Superintendent George D. Pyper presented the cherished pins to the honored members of the Sunday School. He praised their accomplishments and urged the school to continue in its wonderful project.

Brother A. Will Jones, who reviewed the record for the past twenty-three years, stated that from the records which he has on file more than five hundred people in the past have had an unbroken attendance at this Sunday School. One hundred and seventy-three were present on this Sunday who had been on the honor roll. Talks on this occasion were also given by Dr. Christen Jensen, of the Utah Stake Presidency, Stake Superintendent Joseph K. Nicholes, and Junius R. Tribe of the General Board.

Seth Scott presented Ardyth Olsen and Lorna Hunt each with a copy of the *Book of Mormon* as an award for perfect attendance during the past nine years.

The present officers of the Sunday School are: Austin Tyler, superintendent; Rulon Scott and Vernon Nielsen, assistants; Ardyth Olsen, secretary.



PERFECT ATTENDANCE GROUP, SECOND WARD, PROVO
Officers and visitors in the background

MOTHERS' DAY PROGRAM

It is recommended that members of each of the departments of Sunday School pay tribute to mother in music, speeches and verse and that the mothers be given an opportunity to respond to each tribute in like manner. Following is an outline of a recommended program:

Opening Song, "Love at Home."
Prayer by a Grandmother.
Sacramental Song and Services.

MOTHER O' MINE

Tribute by *Kindergarten* Department.
A child leads its mother to the stand and looking up at her, says:

"I love you, mother,
Do you hear?
I feel so safe and happy
When I know you're near."

Response.
The mother reads the following poem:

BABY LOVE

"Baby Love, Baby Love, whence comes your power
To hold us enthralled by your charms every hour?
For o'er us who love you, you've cast such a spell
That no one can fathom, and no tongue can tell.

"When you awaken and sleep leaves your eyes
So wondrously blue, like bright azure skies
We pray that your life may as beautiful be
Reflecting God's love in its sweet purity.

"Dear child of eternity, just for a time,
You've been given to us for a purpose sublime,
To nourish you, cherish you, wisely to lead
"Where lambs of "The Shepherd" in green pastures feed."

Vaugh Winchester.

The mother then takes a seat of honor on the stand.

Tribute, *Primary* Department.
A class member leads his mother to the stand and says:

"'I think,' said a little fellow
With a grave and gentle grace,

"That the prettiest thing in all the world
Is just my mother's face'."

To this the mothers respond with either a chorus or instrumental rendition of Brahms' "Lullabye."

Tribute, *Church History* Department.

A class member takes his, or her, mother to the stand and says:

"We love our mothers all the time
But oft forget to say
How dear they are, and so I'm glad
Of Mother's Day in May."

In response the mother relates the pioneer story found in the 1939 Church History Sunday School Quarterly, First Quarter, Lesson 4.

Tribute, *Book of Mormon* Department.
Class member says:

"God gave us friends—and that means much,
But far above all others
The greatest of His gifts to Earth
Was when He thought of Mothers."

In response a mother gives a five-minute talk on "A mother of our Ward."

Tribute, *Old Testament* Department.

A 16 year old boy delivers a tribute in his own way in a two and one-half minute speech.

A mother responds with the poem

"TO MY SON"

"Do you know that your soul is of my soul
such a part
That you seem to be fibre and core of my heart?
None other can pain me as you, dear, can do,
None other can please me or praise me as you.

"Remember the world will be quick with its blame
If shadow or stain ever darkens your name;
'Like mother, like son' is a saying so true,
The world will judge largely of mother by you.

"Be yours then the task, if task it should be,
To force the proud world to do homage to
me;
Be sure it will say when its verdict you've won,
'She reaped as she sowed: Lo! This is her son'."

Margaret Grabin.

Tributes by *Gospel Messages* and *Missionary Training Departments*.

A *Missionary Training Department* member pays tribute in two and one-half minute talk.

The *Gospel Messages* class sings an appropriate mother's day song.

To these a mother of a missionary responds in a two and one-half minute talk on the subject: "Missionary and his mother."

Tribute by *Gospel Doctrine Department*.

Two and one-half minute talk on "Mother" by Dad. Following this a Sunday School member should read the following poem to a musical accompaniment on the organ. While the poem is being read, flowers or favors should be distributed by kindergarten children to the mothers.

MOTHER O' MINE

"If I were hanged on the highest hill
I know whose love would follow me still,
Mother O' Mine, O Mother o' Mine.

THEY CAN IF THEY WILL

(The following was recently sent to *The Instructor* by Elder Joseph A. McRae, who is now in Carthage, Illinois, in charge of the "Old Jail" there, in which Joseph Smith and Hyrum Smith were martyred.)

In 1908 I visited Florence, Nebraska, where a man lived who was one of the "old neighbors" of the Smiths in New York. His name was William Rose, and when I saw and talked with him he was ninety-three years old. Concerning the Prophet he had this to say:

"I was born in Manchester, New York, in 1815. I well remember Joseph Smith, and we thought he was not quite right in his mind, but the strange thing about him was that when he left the place he took the best men we had in the community, and crazy men do not get wise men to follow them. So as I grew older I began to think about the peculiar incident of Joseph Smith and his peculiar religion.

"After leaving Manchester I lost sight of him, until I settled in Cleveland, Ohio. There I renewed my acquaintance with that wonderful man. He came to my house and partook of my hospitality.

"He was one of the greatest men I have ever known. He had a kindly nature, and you felt in his presence like you could go up and tell him all your troubles and that you would find a friend in him. He gave me an

"If I were drowned in the deepest sea
I know whose tears would come down to me,
Mother O'Mine, O Mother O' Mine.

"If I were dammed of body and soul
I know whose prayers would make me
whole,
Mother O' Mine, O Mother O' Mine."
Rudyard Kipling.

Closing Song.

Closing Prayer by ten-year-old boy who gives from memory the following:

"Father, We thank Thee for a mother
And for her love that's like no other,
For her dear thought and loving care
To make our lives so rich and fair.

"Help us to love her as we should,
To prove our love by being good
In all we do in work and play
To make each day a Mother's Day.
Amen."

autographed copy of the *Book of Mormon*, but someone took it way, and I have never seen it since.

"I knew Sidney Rigdon also and James J. Strang. Rigdon was one of the smartest men I ever knew, but was cold and distant. You could not get close to him, like you could to Joseph Smith.

"Joseph Smith did not use tobacco, for, during his visits to my home, I more than once offered him cigars, for I carried the best that could be bought. He always refused them."

Respecting his own use of tobacco, Mr. Rose had this to say:

"I used tobacco myself, from my early boyhood until I was sixty years old. There was never a moment of my working hours, only when I was eating my meals, that I did not have tobacco in some form in my mouth, and sometimes I smoked while I chewed the weed. Sometimes I forgot to take it out of my mouth when I went to bed. I was a slave to the habit.

"I kept a little country store. One day a woman came in and asked me a question. My mouth was so full of tobacco that I was afraid to open it to answer her, and I had to go to the rear of the store to empty my mouth before I could talk.

"I was so disgusted with myself that I took the tobacco out of my mouth and have never tasted it since."

THE STORY OF A PICTURE

This is a picture with an extremely interesting history.

Thirty years ago it appeared on the cover of the *Juvenile Instructor*. It had been pro-



cured by John F. Bennett, of the General Board, but before that Dr. H. Z. Lund, of

Salt Lake City, Utah, obtained a similar picture from Orson F. Whitney. Mrs. Whitney on seeing it in the C. R. Savage Photograph Studio, was so much interested in it that she obtained it for the family collection. Thus the matter rested from 1908 to 1938.

When Dr. Lund received it from Elder Whitney he showed it to his son, who is now a physician in Union, Pennsylvania, and he, in turn, showed it to others, including Norma Jean Wright, now of Hollywood, California, remarking jokingly at the time that it was he and his brother Dick. Then, last December, the picture, by some chance, got into the popular magazine, *Life*, but without association with anyone in particular. Mrs. Wright, on recognizing the picture, wrote to *Life*, explaining its origin and connections. A daily newspaper in Union, thereupon put it on the front page, with a laudatory article about Dr. "Zack" Lund, who, the journal said, was the boy standing in the picture.

Now, however, it seems that the two boys in the picture are not the Lunds at all, but the Hintzes, of Salt Lake City. The one sitting down is Dr. F. F. Hintze, a professor in the University of Utah, and the other is A. R. W. Hintze, also of Salt Lake City, who is now in the mining business. Dr. Hintze cried because a brace on his foot hurt, and his brother cried out of sympathy.

The Salutation of the Dawn

Listen to the salutation of the dawn!

Look to this day!

For it is life, the very life of life;
In its brief course lie all the realities
And verities of your existence;

The bliss of growth,

The glory of action,

The splendor of beauty,

For yesterday is but a dream
And tomorrow but a vision;
But today well-lived makes every yesterday

A dream of happiness,

And every tomorrow a vision of hope.

Look well, therefore, to this day!

Such is the salutation of the dawn!

—From the Sanskrit.

THE DESERET SUNDAY SCHOOL UNION

GEORGE D. PYPER, General Superintendent; MILTON BENNION, First Assistant General Superintendent;
GEORGE R. HILL, Second Assistant General Superintendent; ALBERT HAMER REISER, General Secretary;
WALLACE F. BENNETT, General Treasurer

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FROM THE DESK OF THE GENERAL SUPERINTENDENCY

ON BEING SUNDAY SCHOOL MINDED

By Thomas L. Martin
Of the General Sunday School Board

I.

The statement that "The world stands aside for the man who knows where he is going" does indeed apply to the Sunday School officers and teachers who are Sunday School minded. These men and women who very definitely take one thing at a time and place all their energies into that one endeavor are the men and women who do things, who accomplish with honor the assignments that are made to them, and to whom the people of the world pay their respect.

The Sunday School officers and teachers who are Sunday School minded do well the task that is essential in the Church. They supervise and teach the Gospel of Jesus Christ to the entire membership of the Church. They aid the Saints in the proper interpretation of the requirements of the Latter-day Saint faith. They contribute, along with the parents, to the religious training of the boys and girls who become the men and women of tomorrow.

It is a fine experience to feel that one shares with others the responsibility for greater church loyalty and for an appreciation of the authorities who have been commissioned to administer the affairs of the church. One surely does enjoy cultivating the desire, in the hearts of the children, to be called on a mission into some part of the world to spread the gospel of hope. It is good to teach the need for the payment of tithes and offerings and to cultivate church attendance. What greater work can one do than to aid the

young church membership to live lives where there will be more kindness, more humility, more tolerance, more repentance, and more forgiveness. The world is needing just such men with these fine attributes. It is indeed a privilege to contribute to the improvement of the world just that much.

This will be done well by those who realize the functions of Sunday School work in the Church and the opportunities which it affords. To be Sunday School minded is to be characterized by such experiences as the above.

SUNDAY SCHOOL PRODUCTS— LATTER-DAY SAINTS

From one of our Sunday Schools comes a news item that may encourage many a teacher of the Gospel Doctrine class. It is to this effect:

A woman one Sunday morning, a stranger, entered the school. After the opening exercises, she was conducted to the Gospel Doctrine department. Something there attracted her attention so that she returned the following Sunday. As time passed she not only continued to attend, but brought other members of the family, and these, too, became interested. A few weeks ago, so we are told, the teacher of the class had the privilege of baptizing this woman and four members of her family.

"This," the teacher reports, "has paid me for all the work I have done during the last ten years of teaching in the Sunday School." How many missionaries, in two years of constant labor, have had such a harvest?

Have you any one in your ward, any non-member, who could be brought into your class and there drink in such an influence?

WHICH ARE YOU?

George Crabbe, an English poet of the early nineteenth century, has in one of his poems a situation that can be applied to our Sunday Schools.

Two persons are arguing over something. One is the vicar of the local church; the other, a member of the church, who wishes the preacher to alter in a certain respect. But to his parishioner's suggestion the minister can only protest, "It must be right; I've done it from my youth!"

This suggests an old classification of people. Some want to go so fast that no one can keep up with them. They would change everything, and leave nothing. Others wish to stay where they are, like the horse on the merry-go-round. Then there are those who want to move ahead a little, but not too much at a time, to feel their way carefully so as not to lose their feet, to make secure the path in front of them.

To which group do you belong?

In the Sunday School organization and in the Sunday School class there is not much leeway, but there is leeway. The order of the general assembly is fixed; the time-limit there is fixed; the length of the class period is fixed; and so, too, are some other things in both. But the character of the preliminary exercises and the character of the so-called class recitation vary with the officers and the teachers in charge, respectively.

Are you satisfied with what you are doing and the way in which you are doing it? Is it what you have done year in and year out since you first conducted the class or the school? Or have you taken stock of yourself, with a view to finding out wherein

you might improve? And, having located something to improve in, have you gone on and made the improvement? In other words, are you satisfied with yourself or are you merely self-complacent? Are you one whom others pat on the back, or one who, in the absence of a friendly compliment, pat yourself on the back?

The best measure of progress in a school or a class is, not a comparison with some other school or class, but rather a comparison with your own school or class today with your school or class last year, last month, or last Sunday.

Are you riding a live horse or an electric horse?

ETERNAL LIFE

Here, then, is eternal life—to know the only wise and true God; and then you have got to learn how to be Gods yourselves, and to be kings and priests to God, the same as all Gods have done before you, namely, by going from one small degree to another, and from a small capacity to a great one; from grace to grace, from exaltation to exaltation, until you attain to the resurrection of the dead, and are able to dwell in everlasting burnings, and to sit in glory, as do those who sit in everlasting power. (*Teachings of Joseph Smith*, page 347.)

SILENCE IS GOLDEN

"I think the first virtue is to restrain the tongue; he approaches nearest to the gods who knows how to be silent, even though he is in the right."—Cato.

SAFETY FIRST

An organization is something like a machine. That is, it has parts which must be so co-ordinated as to work together as a single unit.

In the case of a machine, the parts must fit into one another, first of all, and then they must be kept properly lubricated so as to avoid unnecessary noise and friction.

In the case of an organization—the Sunday School for instance—there must be (1) a program for any particular session, (2) that program must be carried out as arranged. If a teacher is absent or late, if there is any disturbance in any group, if there is "stage whispering" on the stand, if the chorister or the organist is absent or unprepared with the musical numbers—the parts of the



WITH THE
GREATEST OF EASE

THANK YOU

organization do not work together smoothly, "with the greatest of ease."

How does your Sunday School operate?

**SUNDAY SCHOOL STAKE CONFERENCES HELD
IN CONNECTION WITH
QUARTERLY CONFERENCES**

Second Quarter

April 2—East Jordan, Emery, Lehi, Liberty, Palmyra, Pioneer.
 April 16—Alberta, Beaver, Blaine, Garfield, Lethbridge (mid week), Lyman.
 April 23—Bear Lake, Bear River, Burley, Idaho Falls, Los Angeles, No. Davis, Taylor.
 April 30—Big Horn, Cottonwood, Ida-

ho, Long Beach, Moroni, Mt. Graham, Oahu.

May 7—Blackfoot, Franklin, Highland, Juarez (mid week), Maricopa, Weiser.
 May 14—Boise, Gunnison, Juab, No. Idaho Falls, No. Weber, St. Joseph.
 May 21—Bonneville, Cache, Gridley, Minidoka, Moapa, Montpelier, Phoenix.
 May 28—Carbon, Deseret, Ensign, Hyrum, Millard, Sacramento.

PRELUDE

Slow.

S. McBURNEY.
Arr. by WILLY RESKE.



SACRAMENT GEM FOR MAY, 1939

(Deseret Sunday School Songs, No. 20, Stanza 2)
 His precious blood He freely spilt,
 His life He freely gave;
 A sinless sacrifice for guilt,
 A dying world to save.

POSTLUDE





SECRETARIES

Albert Hamer Reiser, General Secretary

QUESTIONS AND ANSWERS ABOUT THE NEW MINUTE BOOK

For the information of all secretaries, who may have doubt or questions about how to fill in the blank spaces of the new minute book, we offer the following answers to typical questions which are being asked us.

1. **Question:** How shall the enrollment and attendance of women members of the Gospel Doctrine Department be recorded since space is provided only for High Priests, Seventies and Elders?

Answer: This question would answer itself, if there had been printed after the words "High Priests," "Seventy" and "Elder" in each case the word "section" or "class," for it is expected that the complete statistics of each class or section of the Gospel Doctrine Department, including the men and women members, will be reported by sections, if the division of the whole department has been made along quorum lines. If there be but one Gospel Doctrine class, the named divisions may be ignored and the statistics reported for the department as a whole.

By all means the women should be counted with the men. If there be a High Priests section, the figures for this section should include the number of High Priests and also the number of High Priests' wives and other women who are members of and attend this section. The same rule applies to counting the women members of the Seventy section and the Elders section.

2. **Question:** What should be filled in the spaces of the Excused and Cradle Roll lines in the "Present," "Excused," "Visitors" and "Percent Present" columns?

Answer: Nothing. These spaces should always be blank. The only spaces filled out on these lines are in the "Enrolled" column.

3. **Question:** If the line beginning with the words "Assisted by Deacons" is not long enough for writing the names of all the deacons, where should the others be written?

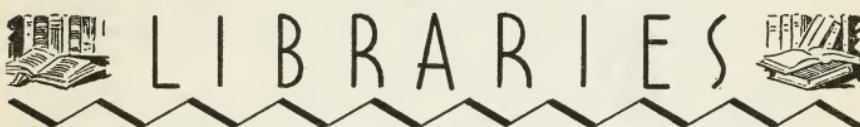
Answer: Use an asterisk or other appropriate symbol and continue writing these names as a footnote in the "Remarks" section above the closing song on the second page.

4. **Question:** For what purpose is the section marked "Visitors" above the "remarks" section on the second page?

Answer: For writing the names and titles of General Authorities, Stake Presidency, High Council, General and Stake Board Members and other distinguished visitors, who attend your Sunday School.

5. **Question:** Why is the greater part of a page provided for recording the lesson titles and aims?

Answer: To preserve a record of the teaching progress and accomplishments of each class; to impress upon teachers the importance of the recommended series of lessons and to make them "aim" or "objective" conscious.



LIBRARIES

General Board Committee: Albert Hamer Reiser, Chairman; T. Albert Hooper, Wendell J. Ashton

HOW DO YOU WORK?

Correspondence with certain individual librarians discloses many interesting and effective methods of operation. Some have had professional experience. Others are practical book lovers. Still others are hobbyists. From all, valuable lessons have been learned.

Many librarians are struggling to start from "scratch" with no equipment and no

money. Most Sunday School librarians begin their work under such circumstances. From time to time in this department helpful suggestions, ideas and practices, developed by enterprising librarians, have been passed on to others. These have been received with such appreciation that we have decided to invite all librarians to report to the library committee of the General Board useful practices they have developed, so these may be published for the benefit of all.

Therefore, librarians who have developed serviceable indexes, please describe them and explain how they are used and what benefits are enjoyed from them.

Those of you who have assembled collections of pictures, tell us how you did this; from what sources, how you raised the money, if any; how you have classified, filed and indexed them; what system you use in checking them in and out.

If any of you have developed successful methods of assembling indexes and lending other teaching aids, please give us the details.

How have you increased the number of books and magazines in your library and how successful have you been in getting them used effectively by teachers and pupils?

What practical arrangement have you made for getting enrichment materials of any and all classes into the hands of teachers and pupils?

Who of you have been keeping scrap books and clippings with gratifying success?

You, who preview *The Instructor* at the business meeting of Sunday School officers and teachers, please describe for us your most successful method.

This invitation is open to stake librarians and also to ward librarians. We confidently expect that the response will bring many helpful ideas and a description of many practices which can be passed on to other librarians who are now struggling with these very problems.

Many librarians are working hard to build

up their department and think they are making little or no progress. Some of you may discover that the teachers are able to provide themselves liberally with materials from independent sources. Others may discover that teachers do not know what materials they need or how to get them. In the first instance, there may be little the librarians can do for such enterprising teachers, but there still remains something to be done for the new teachers and for teachers who do not have access to private or other libraries.

Frequently the services of the librarian are not sought by teachers because teachers do not know how helpful the librarians can be or what material the librarian may have. Under these circumstances the librarian must make an offer of assistance.

It would be well if librarians were people who have had teaching experience, who are mature, well read, tactful, sympathetic and understanding. People of culture, training, good literary taste, well informed in the principles of the Gospel, enthusiastic about it and kindly and skillful in human relations make good librarians. If they can add to these qualities the love of books and a disposition to share the delight and inspiration of art, literature and gospel knowledge, they are ideally equipped to serve.

Please accept this, therefore, as an earnest invitation to share your successes with your fellow librarians and address your letter to the Library Committee of the Deseret Sunday School Union Board, 50 No. Main Street, Salt Lake City, Utah.

THE HORN OF PLENTY



What is meant by the Horn of Plenty? Usually we interpret this phrase as meaning an abundance of food, clothes, and proper housing. But may it not be applied also to things spiritual?

One of the really important things in any human life is a proper attitude. Attitudes are what make or break us. And how does one achieve a proper attitude? One way is by working, by team-work, by obedience to spiritual law. There is no more stimulating thing than to pull with others to a common goal.

Take tithing, for instance. We put our mite with the mites of many others, and temples are built, chapels erected, the missionary system preserved, seminaries and colleges maintained, and the work of God, ever increasing, goes on. But best of all, perhaps, is the cultivation of an attitude in the one who helps to do all this through his material contributions, and these contributions help to bring the Horn of Plenty within the Church.

What is your attitude towards life, the Church, the Gospel?

CHORISTERS AND ORGANISTS

General Board Committee: Tracy Y. Cannon, Chairman; P. Melvin Petersen, Vice-Chairman; George H. Durham, Gerrit de Jong and Wallace F. Bennett

FOR MAY UNION MEETING CREATING AN ATMOSPHERE OF WORSHIP

Special Note:

Because so many factors affecting the creation of an effective atmosphere of worship at the beginning of our Sunday School session are directly under their control, it is suggested that those members of Stake and Ward Superintendencies responsible for music be invited to join with the musicians in the May Union Meeting. The member of the Stake Superintendency present should preside, and the lesson should be conducted jointly by him and the Stake Board musicians on a prearranged plan. This special procedure has the approval of the General Superintendency.

If any Sunday School is to enjoy an atmosphere of true worship, that atmosphere must be created before Sunday School actually begins. The factors which affect this are very definite, and are listed below for joint study, in the hope that a practical routine will be set up, and a cooperative attitude established in each ward, which will result in greater reverence, and the creation of a true devotional attitude at the opening of our formal exercises.

1. *The written program plan.*

Review lesson of last month, and study programs submitted.

2. *Control of physical conditions in chapel.*

1. Who checks light, heat, ventilation?
2. How can song books be distributed before pupils arrive?
3. Who posts hymns on announcement board?

3. *Control of children in chapel before Sunday School begins?*

Unless there is some restraint, children who come too early build up an atmosphere of disorder, and an irreverent attitude which carries over into the school period and destroys any worshipful program planned. The solution of this problem is imperative, and should include practical answers to these questions:

1. Do you have any set time at which chapel doors are opened for Sunday School?
2. Do you have regularly appointed ushers or greeters whose duty it is to preserve order while regular officers and teachers are in prayer meeting?

4. *Preliminary music.*

Recognizing the value of devotional music in creating an atmosphere of worship, our program calls for five minutes (at least) of preliminary instrumental music before the formal exercises begin. To be effective, this music will be well selected, reverent and devotional. It should be played on the organ, where one is available, and played well, without fumbling on wrong notes and with good registration. Next only to the sacramental music, it is the organist's chief contribution to worship. True organ music should be used—not hymn tunes. The latter are usually so short that, by the end of five minutes, repetition will have destroyed their interest to the listener. For discussion of selection, review lesson for February (*Instructor*, December, 1938).

Where the musical staff of a school is large enough to include two or more organists, preliminary music of more than five minutes can be arranged by alternating the organists between service at prayer meeting and in the chapel. The ideal situation is one in which every pupil is greeted at the chapel door with strains of beautifully reverent music.

The Opening Song:

The opening song, as the first formal exercise in our program of worship, is very important. Its success may be judged by the following standards:

1. It should fit into the day's theme of worship, if one has been chosen. (Review, briefly, material in January *Instructor*).
2. It must be inviting, and well known. Unless everyone sings it, and with satisfaction, the first real opportunity for individual worship has been lost.
3. It should be directed with vigor, but should not be boisterous. It must prepare for the prayer to follow.
4. For suitable opening songs, see Sunday School Handbook—1934 edition, p. 123; 1938 edition, pp. —

Check list against your Ward repertoire.

PROJECT FOR MAY:

Discuss reports of physical equipment (April assignment).

ASSIGNMENT FOR JUNE:

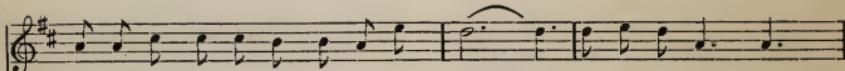
Report, by Wards, on definite plans made for control of order before beginning of Sunday School, and improvement noted.

JESUS HAS RISEN

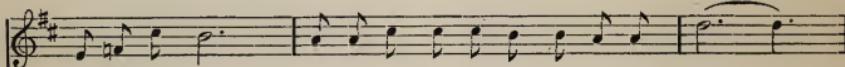
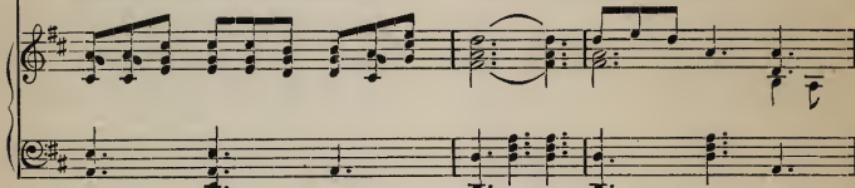
Words and Music by
Edith Rice Coombs.



1. Sweet East-er morn-ing, peace-ful and bright
2. Sweet East-er morn-ing, peace-ful and fair,



Shad-ows and darkness have passed in the night, Gone from the world is
Lift-ing our hearts from the depth of de - spair, Break-ing the bonds of



sor-row and gloom, Je - sus has ris - en and con-quered the tomb....
death and the grave, Je - sus has ris - en a lost world to save....



ff poco rit.

Je - sus has ris - en, Set - ting us free, Free from the bond-age of
 There on the cross He suf - fered and groaned, His pre - cious blood for

a tempo.

sin's pen-al - ty, Lift up your eyes, though tears may be - dim,
 man-kind at - toned, Up from the tomb, so si - lent and grim,

Je - sus has ris - en, all glo - ry to Him.....

Je - sus has ris - en, all glo - ry to Him.....

Je - sus has ris - en, all glo - ry to Him.....

Je - sus has ris - en, all glo - ry to Him.....

UNION MEETINGS



General Board Committee: John T. Wahlquist, Chairman; James L. Barker, Vice Chairman;
Frank K. Seegmiller, Albert Hamer Reiser, M. Lynn Bennion and Earl J. Glade

MAY UNION MEETING

How to Prepare a Lesson

A very popular film, prepared by the General Board, entitled "A Teacher Preparing His Lesson" is recommended for use in the May Union Meeting. This film with the script, will be sent to the Stake superintendents.

The stake's film slide equipment, in the custody of the stake president, will project this film. The Stake Board members should preview the film and the script carefully and prepare their departmental presentations as illustrations or demonstrations of how the procedure portrayed in the film can be applied to each department.

For this purpose each department should use a lesson taken from those to be taught in the department in June.

The subject of how to prepare a lesson will be treated in greater detail in the June Union Meeting. See the April issue of *The Instructor*.

Stake Board members are advised to make assignments for the May Union Meeting which will bring the largest possible number

of teachers into active participation in the exercises planned for the June Union Meeting.

For many years the prevailing purpose of the Union Meeting was to preview the lessons for the following month, for the purpose of helping teachers gather illustrative material and to select effective methods and convincing content. The work for May and June is intended to be an adaptation of this time-honored and useful purpose with special attention to the procedure pictured on the film used this month.

The film will set forth the basic technique of lesson preparation. Departmental discussions should apply these concretely to specific lessons for each department. This is the purpose of the May Union Meeting. The June Union Meeting will in effect be an occasion for active practice on the part of the teachers themselves of these same procedures. As these methods by practice are made habitual, ease and effectiveness of lesson preparation will be greatly increased.

EASTER PROGRAM MATERIALS

It is suggested that the Easter Program in the Sunday Schools consist of appropriate preliminary music, congregational hymns, sacramental music, instrumental and vocal numbers, poems, stories, scriptural readings and a five minute talk on the Latter-day Saint message of Easter by a prospective missionary.

From the variety of materials listed by the Easter Program Committee of the General Board any Sunday School can make a selection and can build an inspirational program.

A very full list of suitable Easter songs, organ and other instrumental selections, scriptural readings, stories, quartette selec-

tions and references for the Easter message will be sent free of charge to Sunday School superintendents who will write to the office of the General Board at 50 North Main Street, Salt Lake City, Utah, requesting it.

It is hoped that the five minute Latter-day Saint Easter message will make effective use of the modern revelations relating to the resurrection, immortality and eternal life. It should be remembered that the restored Gospel confirms the glorious Christian principle of the resurrection by abundant evidence gained from the visitations of many heavenly messengers to the Prophet Joseph Smith. The Latter-day Easter Message to the world is glorious for its fullness and assurance. *



THE MISSIONS

General Board Committee: James L. Barker, Chairman; T. Albert Hooper, Charles J. Ross, Junius R. Tribe, Don B. Colton

SUNDAY SCHOOLS IN THE MISSIONS

Mission Sunday Schools have become a very important factor, in this great auxiliary. The report for 1937 showed that we had 45,671 members enrolled in these Sunday Schools. It required 7,567 officers and teachers to direct the work and teach the classes. And increasing good results are often reported to the General Board. Whole families are often brought into the Church through the attendance of one member in a class. In fact, the Sunday School sponsored by the Priesthood, is becoming one of the greatest of our missionary forces.

• FROM BRAZIL

J. Alden Bowers, president of the Brazilian Mission (South America), reports that, "although our Sunday Schools are small in size and few in number," they are successful. In Joinville, however, there is a large school. So far the work in this school has been carried on in the German language, but from now on it will be conducted in Portuguese.

THE NETHERLANDS

From the Netherlands Mission, the mission superintendent of Sunday Schools, Elder Joseph O. Brewerton, assures us of a "decided improvement" in the work. "We have enjoyed an increase in enrollment, as well as a better response for the dime fund. The every-one-in-Sunday School day was gratifying. Through constant suggestion and work with the Saints and friends, our Sunday Schools have grown. The Sunday morning meetings, which are under the direction of the Sunday Schools, are excellent, always attended with much enthusiasm. We have teacher-training classes."

WEST GERMANY

In the West German Mission Sunday School Supervisor Osmond L. Harline reports that he finds the courses of study for the present year "very good." Especially valuable, he finds, is the definiteness of the principles outlined. Here, too, there are teacher-training classes. All the class material, of course, has first to be translated before it can be used, and in the rendering of it into German such simplification as is necessary is made.

FAITH.

If I lay waste and wither out with doubt
The blessed fields of heaven where once my Faith
Possessed itself serenely safe from death;
If I deny the things past finding out;
Or if I orphan my soul of One
That seemed a Father, and make void the place
Within me where He dwelt in Power and Grace,
What do I gain by that I have undone?

—William Dean Howells.

GOSPEL DOCTRINE

SECOND YEAR BOOK OF MORMON

For Members of the Melchizedek Priesthood and Men and Women Over 20 Years of Age,
Not Otherwise Assigned.

General Board Committee: Herbert B. Maw and Gerrit de Jong

LESSONS FOR MAY

LAMANITE INVASION REPULSED

Lesson 16. For May 7, 1939

Text:

Alma 59-63; Gospel Doctrine Quarterly.

Objective:

Because truth and righteousness will prevail and endure, we should build upon the principles of justice and honor.

Outline of Narrative:

- I. Moroni rejoices over epistle from Helaman and made its contents known to all his people.
- II. Moroni's discouragement.
 - a. Sent epistle to Pahoran. Asked for reinforcements for Helaman.
 - b. Lamanites re-capture Nephihah. Inhabitants who were not slain fled to Moroni's camp.
 - c. Moroni grieves over the wickedness of the people.
 - d. He is angered over the indifference of the government toward his soldiers.
- III. Moroni's Second Epistle to Pahoran.
 - a. Criticised him severely for not sending soldiers and supplies.
 - b. Pointed out the unnecessary loss of man power and suffering because of insufficient assistance.
 - c. Declared that the government officials were responsible before God for unnecessary losses.
 - d. Charged him with neglect of duty.
 - e. Pointed out the necessity for being righteous and God fearing.
 - f. Informed him that he would march on Zarahemla with his army if help was not sent.
- IV. Pahoran's reply.
 - a. He wrote that there was a rebellion in Zarahemla.
 1. Kingmen had driven him to Gideon.
 2. They had appointed Pachus to be their ruler.
 3. Pachus had made an alliance with the Lamanites.
 - b. Declared his faith in God and his

loyalty to his people.

- c. Asked Moroni to come to his assistance.

V. Zarahemla re-taken.

- a. Moroni goes to Pahoran's aid.
 1. Took small army with him.
 2. Enlisted soldiers on march.
 3. Left command of eastern front with Lehi and Teancum.
- b. Kingmen defeated in battle.
 1. Pachus killed.
 2. His followers were either executed or sent to front against Lamanites.
- c. Pahoran restored to Judgment Seat.

VI. Nephites Victorious.

- a. Recruits sent to both fronts.
- b. Nephihah re-captured by Moroni.
- c. Lamanites retreat to Land of Moroni.
 1. Teancum kills Ammoron—Lamanite king.
 2. Loses his own life while doing so.
- d. Lamanites routed.
 1. Many join people of Ammon.
 2. Others retreat to own country.

VII. A period of peace.

- a. Helaman preaches gospel.
- b. Moroni retires.
- c. Within few years Helaman and Moroni die.
 1. Shiblon, Helaman's brother, succeeds him.
 2. Moronihah, Moroni's son, leads army.
- d. Nephites become navigators.
Hagoth builds ships.
 1. Many Nephites embark for land northward.
 2. Most of them never heard of again.
- e. Shiblon dies.
Helaman, son of Helaman, succeeds him.
- f. Nephites live in peace and prosperity.

Suggestions on Supplemental Material:

Discuss the activities of Hagoth.

1. Through the use of map point out possible routes and landing places.
2. Show possibility of some of the navigators landing on Pacific Islands.
3. Indicate similarities between Pacific Islanders and the Indians. (Note—A returned

missionary to any Pacific island would be able to handle this topic.)

4. Emphasize the fact that there is no authentic information as to the routes or destinations of the Nephite Navigators.

Suggestions on Gospel Topics:

A. This lesson furnishes additional information on the topic of faith considered last Sunday. It is suggested that the discussion on faith be continued this Sunday.

Contrast the attitude of the Nephites in the east with that of the sons of Ammonites. This will provide a splendid opportunity to elaborate on the results which come from a sincere trust in God—victory for the faithful and defeat for the unrighteous.

B. Stress also the disastrous results which come from activities that are motivated by greed for power and wealth. The rebellion at Zarahemla and the suffering growing out of it were due to this.

C. The speedy victory of the Nephites after they had united under the banner of righteousness confirms the wisdom of enlisting in the cause of righteousness.

D. Teachers should not overlook the opportunity to stress the good which comes to a family, community, or state and nation when there are a few good people who have the courage to fight for righteousness under all circumstances. The unwavering faith of Helaman, Moroni, Pahoran, Teancum and others was the factor which saved the Nephites during this period from possible isolation.

MOTHERS' DAY

May 14, 1939

THE NEPHITES DESERT GOD

Lesson 17. For May 21, 1939

Text:

Helaman 1-5, 6:1-8; Gospel Doctrine Quarterly.

Objective:

The spirit of the Lord will not dwell in unholy temples, neither will it linger with an unrighteous people.

Outline of Narrative:

I. Nephites divided.

- a. Sons of Pahoran contend for judgment seat after their father's death.
- b. Pahoran the second elected.
- c. Paanchi rebels against his brother.

1. Tried and sentenced to death.
2. His followers murder Pahoran.
 - (a) Act committed by Kishkumen.
 - (b) Others shield his identity.
3. His followers create secret organization.
 - (a) Known as Gadianton robbers.
 - (b) Play important part in final destruction of Nephites.
- II. Lamanite invasion.
 - a. Led by Coriantumr—a Nephite deserter.
 - b. Conquer Zarahemla.
 - c. Finally routed and driven home by Moroniiah.
- III. Helaman rules.
 - a. Elected chief judge.
 - b. Kishkumen attempts to slay him.
 - 1. Is unsuccessful.
 - 2. Loses his own life.
 - c. Rules for several years until his death.
 - 1. A righteous ruler.
 - 2. Father of two righteous sons.
 - (a) Nephi.
 - (b) Lehi.
 - d. Nephi succeeds his father.
- IV. Another Lamanite invasion.
 - a. Started by Nephite dissenters.
 - b. Zarahemla falls.
 - c. Nephites driven into Land Bountiful.
 - d. Lamanites conquer Nephite territory south of Bountiful.
 - Due to Nephite wickedness.
 - e. Nephites reconquer part of their lands.
 - 1. Moroniiah preaches repentance.
 - 2. Nephite victories follow a partial return to righteousness.
 - f. Nephi becomes missionary.
 - 1. Yields judgment seat to Cezoram.
 - 2. Preaches repentance to Nephites.
 - 3. Nephites hardened against religion.
 - Spirit of the Lord leaves them.
 - g. Nephi and Lehi labor among Lamanites.
 - (a) Imprisoned.
 - (b) A divine manifestation.
 - Before three hundred Lamanites.
 - (c) Lamanites converted.
 - Repent of their sins.
 - (d) Lamanites send missionaries.
 - (1) To own people.
 - (2) To Nephites.
 - h. Both peoples become wealthy.
 - Trade and social barriers broken down.

Suggestions on Supplemental Material:

- A. Review the social and industrial indifferences between the Nephites and Lamanites during first five hundred years of their history.
 - 1. Point out their relative locations.
 - 2. Stress their differences in
 - 1. Religious beliefs.
 - 2. Habits of life.
 - 3. Probable social conditions.
 - 4. Probable educational conditions.
- 3. Consider the occasions when social and religious intercourse was carried on between the two peoples, such as
 - (a) Noah's priests, (b) Missionary activities of Ammon and his brothers, (c) Migration of the Lamanite followers of Ammon, etc.
- B. Have a class member present facts on the ancient ruins near Mexico City. Numerous articles have been written on this subject for many magazines. Perhaps someone who has visited these ruins is available. Show similarities between these ruins and the Book of Mormon account of the Nephite constructions during this period. (See Reader's Index in any public library for articles.)
- C. Trace the advantages that righteousness brought to the Nephites during the first five and one-half centuries of their history. In connection with this, stress the consequences coming from being more concerned about wealth and earthly comforts than the gospel.
- 1. From the history of the Nephites show the wisdom of the following advice: "Lay not up for yourselves treasures upon earth, where moth and rust doth corrupt, and where thieves break through and steal; for where your treasure is, there will your heart be also." (Matt. 6:19-21.)
- 2. Illustrate the above by contrasting
 - (a) Alma the Elder with the other priests of Noah.
 - (b) Nephi and Jacob with Laman and Lemuel.
 - (c) Moroni with Amalickiah.
 - (d) The Ammonites with their Lamanite brethren.
 - (e) The Mormon pioneers and the gold rush pioneers.
- D. Point out the consequences when the Spirit of the Lord
 - 1. Departed from the Nephites.
 - 2. Departs from a member of the church.
 - 3. Departs from a community or a nation.
- E. Consider the way and means by which one can cause the spirit of the Lord to abide with him.

Sunday, March 28, 1939

OPEN SUNDAY

"LIFE IS A BOOK"

Life is a book made up of days,
 Each one of us writes one,
 It's opened when we come to earth
 And closed when life is done.

No pen but ours e'er touches it,
 In our own way we write,
 Whether we fail, or we succeed
 Turns with the page at night.

No bad is there too small to show,
 No good that's ever lost
 All that we do goes into Life's book
 In black and white embossed.

And there is no erasing it
 To add or take away,
 The yesterday's account is closed
 Sealed in a white or gray.

The morning gives another sheet
 That's broad and very white,
 And oh, how glorious to have
 Another chance to write!

By Zelda Davis Howard

MISSIONARY TRAINING



COURSE D—GOSPEL RESTORATION THEMES

For Elders and Other Young Men and Women of 19 and 20 Years of Age
General Board Committee: James L. Barker, Chairman; Don B. Colton, William E. Berrett

LESSONS FOR MAY, 1939

CONCERT RECITATION FOR MAY (I Cor. 2:9, 10)

But as it is written, Eye hath not seen, nor ear heard, neither have entered into the heart of man, the things which God hath prepared for them that love him. But God hath revealed them unto us by his Spirit; for the Spirit searcheth all things, yea, the deep things of God.

COMPLETE RELIGION

Lesson 14. For May 7, 1939

Text:

Gospel Restoration Themes, Lesson 14. See also *The Improvement Era*, December, 1936, pp. 739-744, and January, 1937, pp. 3 and 8.

Objective:

To teach that religion, to be complete, must satisfy the physical, economic, social, intellectual and spiritual needs of man. The Church suggests a plan for complete satisfaction.

Suggested Teacher's Plan:

In many parts of the world people are deeply interested in our plan for the temporal betterment of the members of the Church. The Church Security Program is attracting attention everywhere. Our home life, health plan, schools and solution of social problems are always interesting.

1. Let the papers previously assigned be read.
2. Let one member discuss our Church Security program and someone else the Word of Wisdom as helps to happiness and security.
3. Have someone talk on the work the Church is doing in education. "Men cannot be saved in ignorance.
4. Show how our belief in eternal progression inspires right living, study and service. "Whatever principle of intelligence we attain unto in this life, it will rise with us in the resurrection."

Assignment:

Have two members carefully study lessons 15 and 16 and come prepared to point out at least two distinctive teachings in the philosophy of Mormonism, not found in other churches.

Teacher's Summary:

The more we study Mormonism, the more we appreciate how fully it inspires right living.

Sunday May 14, 1939

Mother's Day Program

THE PHILOSOPHICAL BASIS OF MORMONISM

Lesson 15. For May 21, 1939

Text:

Gospel Restoration Themes, Lesson 15 and the tract—"The Philosophical Basis of Mormonism," by Dr. James E. Talmage.

Objective:

To teach the eternal existence of a personal God and that we are His children and lived in a preexistent state. This life is a necessary part of the great plan of salvation.

Suggestive Teacher's Plan:

1. Let the teacher outline on the blackboard or otherwise the nine points listed by Dr. Talmage as fundamentals in Mormon philosophy and explain each.

2. Have a member give reasons for our belief in a personal God.

3. Preexistence should be fully explained—personal immortality demands preexistence as truly as it does a future life. It can be easily shown from scripture that the Savior lived before He tabernacled in the flesh. We also lived.

4. Have some returned missionary discuss free agency and how necessary it was for God not to do anything to destroy it.

5. Let some member discuss "Why we are here" and show how necessary earth life is in God's great plan. What great blessings have come to us by reason of the transgression of Adam and Eve? What should be our attitude toward them? Why is it necessary for us to have both sweet and bitter experiences?

Teacher's Summary:

The experiences of earth life are necessary to a full appreciation of God's plan of life and salvation. A complete knowledge of the Philosophy of Mormonism will greatly enrich our lives.

THE PHILOSOPHICAL BASIS OF MORMONISM (Continued)

Lesson 16. For May 28, 1939

Text:

Gospel Restoration Themes, Lesson 16, and tract on the subject by Dr. James E. Talmage.

Objective:

To teach that Salvation in the celestial kingdom of God can come only through acceptance of Jesus Christ and by voluntary obedience to the principles and ordinances of the Gospel.

Suggestive Teacher's Plan:

As this is really a continuation of the subject of the previous lesson, the teacher will probably have a number of questions to settle. The lesson proper may be considered as follows:

1. Have a returned missionary or some other well informed person explain clearly the need of a Redeemer. Who was chosen for this great work? "There shall be no other name given nor any other way nor means whereby salvation can come unto the children of men, only in and through the name of Christ, the Lord Omnipotent.—*Mosiah 3:17*.

2. Let a member discuss the first principles of the Gospel and give scriptural references for each. Show that all mankind will be rewarded for good works but entrance into the Celestial Kingdom will come to those only who obey the truth.

3. Have an older person tell of blessings which come by obedience. The lesson will be greatly enriched if personal experiences

can be related. A story is usually interesting and greatly appreciated.

Questions and Projects:

What do Nephi, Mosiah and Alma say concerning Christ?

Is preexistence necessary to the theory of personal immortality? Why? Why is free agency necessary in the plan of salvation? Show how God has always preserved free agency and how it is related to progress.

Would you wish to receive a knowledge of good and evil as a gift from God or would you rather work out such a capacity for appreciation by real experiences here in the earth life?" What, in your opinion, was the reason for God requiring a life of toil from our first parents? In view of the fact, that mankind has been placed on the road of eternal progression, through the transgression of our first parents what should be our attitude toward them?

Assignment:

Request a further study of the philosophical basis of Mormonism. Encourage each member to come prepared to discuss the lesson. For definite assignment see next lesson.

Teacher's Summary:

"Adam fell that men might be; and men are that they might have joy."

Compare their statements as to clarity, with New Testament writers. Why is a complete understanding of faith and repentance necessary before baptism by water and the Holy Ghost?

"What price" must man pay to enjoy a fulness of the Holy Ghost?

IT'S WHAT WE LOOK FOR

A man looked through a window wide,
When the purple night was in bud;
There were trees and flowers in the rain outside,
But he saw only the mud.

Another man looked in the gloaming time,
Out through the iron bars;
He glanced beyond the mud and grime,
And he saw only the stars.

It isn't so much what the world holds fair,
For stars and mud there be,
And it isn't so much what's really there,
But what we look for and see!

—Author Unknown, *Mud and Stars*.



GOSPEL MESSAGES



COURSE C—PROBLEMS OF LATTER-DAY SAINT YOUTH

General Board Committee: Adam S. Bennion, Chairman; John T. Wahlquist, Vice-Chairman; Lynn S. Richards, Earl J. Glade

LESSONS FOR MAY, 1939

YOUR HOME

Lesson 15. For May 7, 1939

Problem:

How can I Improve My Home Membership?

Text:

Lesson Quarterly, Lesson 14.

References:

Widtsoe, *Discourses of Brigham Young*, Chapter XVII; Joseph F. Smith, *Gospel Doctrine*, Chapter XVI; McAndrew, *Social Studies*, Chapter IX (This is a high school text, likely to be in the local high school library); Harris and Butts, *The Fruits of Mormonism* (statistics).

Objective:

To lead youth to appreciate home membership and to assume its responsibilities.

Methodology:

Follow the procedure outlined for previous lessons. The following pivotal questions may prove useful:

1. Why is there "no substitute for home?"
2. What is the status of divorce among the Latter-day Saints? (See Enrichment material below).
3. What are the chief causes of divorce?
4. How does the Mormon religion stabilize the home?
5. What is women's greatest "career?"

Proof?

6. What are the responsibilities of fatherhood?
- *7. How can youth contribute to the home?
8. What should be youth's relationship to Father and Mother?

Also take advantage of the Personal Problems, but follow the previous suggestions.

Enrichment Materials:

1. Social Statistics—see Harris and Butt, *The Fruits of Mormonism*.
2. "A Letter to A Mormon Father" (see *The Instructor*, January, 1937).

3. Songs: No. 46, "Love at Home," No. 67, "Angry Words! Oh, Let Them Never." "Home! Sweet Home!" (The students know the tune and the words are in the Lesson Quarterly).

MOTHERS' DAY

May 14, 1939

Class suspended for Special Exercises. Relate the activities of this day to the theme under consideration, i. e. Courtship, Marriage, and Home.

YOUR CHILDREN

Lesson 16. For May 21, 1939

Problem:

What Are My Obligations To My Future Children and My Obligation To My Parents?

Text:

Lesson Quarterly, Lesson 16.

References:

Joseph F. Smith, *Gospel Doctrine*, Chapter XVI; Widtsoe, *Discourses of Brigham Young*, Chapter XVII.

Objective:

To comprehend the place of children in the lives of their parents, and the responsibilities of parents to their offspring.

Methodology:

See suggestions above. The following pivotal questions may prove helpful:

- *1. Read and explain the 127th Psalm.
2. What belief about children is peculiar to the Latter-day Saints?
3. What is "Utah's best crop?" Explain why.
- *4. What are some of the returns for parenthood? (See the Lesson Quarterly. This will make an excellent student report. Elaborate each of seven points).
5. What are a parents responsibilities to

his children? (This may be a special report, if so, let it include an oral reading of the concluding quotation from Joseph F. Smith).

*6. Can a man who smokes teach a boy not to? (If this takes the form of a special report, include an oral reading of the statement from President Chas. W. Eliot).

*7. Should children be expected to excel their parents? How? Why?

8. How should we regard the "crudities" of our grandparents (if any)? (See text).

9. What must the L. D. S. parents teach their children? (See the text for special report).

See also the *personal questions* in the Lesson Quarterly. However, remember that these are personal questions and leave the initiative largely with the students.

Sunday, March 28, 1939

OPEN SUNDAY



RELIGIOUS REMARKABLES

By R. O. BERG
and E. W. PHILLIPS

IN 1852 THE JEWISH AND LUTHERAN RESIDENTS OF WASHINGTON, D.C. WORSHIPPED AT SEPARATE MEETINGS, IN THE SAME CHURCH.



ST. PATRICK

"THE APOSTLE OF IRELAND" LABORED FOR 20 YEARS FOUNDING 365 CHURCHES; IT IS SAID HE BAPTIZED 12,000 PERSONS DURING HIS LIFETIME!



FOR THREE YEARS THE NEW TESTAMENT HAS BEEN IN PREPARATION IN THE OTETELA LANGUAGE, THE TRIBAL TONGUE USED BY 250,000 NATIVES ALONG THE LOMAMI RIVER IN THE BELGIAN CONGO.

Religious News Service

NEW TESTAMENT



Course B—For Ordained Teachers and Other Boys and Girls 15 and 16 Years of Age
General Board Committee: M. Lynn Bennion, Chairman; Llewelyn McKay, Vice Chairman;
Thomas L. Martin and Wendell J. Ashton

LESSONS FOR MAY, 1939

Concert Recitation for March (Matt. 7:7)

"Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you. For every one that asketh receiveth; and he that seeketh findeth; and to him that knocketh it shall be opened."

Suggestion for Two-and-One-Half-Minute Talks:

1. Faith, the First Step Toward Success.
(Show that the farmer has to have faith or he would not prepare the land and plant the seed; the airplane pilot, flying through darkness, has faith in his ship, in the beacon lights and radio beams, and in the men who are helping to guide him to the airport.)

2. Work, the Team Mate of Faith.
(Show that the farmer has to work diligently or there will be no crops, no matter how great his faith may be; one who prays and then waits for the answer is not likely to perform miracles.)

3. Faith Comes to Those Who Seek It.
(Explain the meaning of John 7:17)
4. A Modern Example of Faith.
(Relate a story of faith that you have experienced, read about, or observed.)

THE POWER OF FAITH

Lesson 15. For May 7, 1939

Objective:

To show that faith has always been one of the chief characteristics of successful men and women.

Text:

Lesson 15 of the second Quarterly.

Supplementary References:

Kent, *The Life and Teachings of Jesus*, pp. 52, 53 (V); Talmage, *Jesus the Christ*, p. 347 (9); Dummelow, *The One Volume Bible Commentary*, pp. 694-5; Tanner, *New Testament Studies*, pp. 267-8; Hebrews 1-6. (See Bible Concordance for additional references).

Suggested Outline:

- I. What kind of faith did Jesus require of His disciples?
- II. Men are placed on earth "to see if they will do all things whatsoever the Lord their God shall command them." How can we know of a surety what He commands us?
- III. How can we know that there is a God?
- IV. Why did Peter begin to sink in the waters of Galilee when he attempted to walk to Jesus?
- V. Why were the apostles unable to heal the lunatic?
- VI. What are some of the things that Jesus said could be accomplished through faith?
- VII. Does faith come from within us, or is it altogether a divine gift?
- VIII. How can we acquire unwavering faith?

Suggestions for Teaching:

Use either the directed-study or the problem-project method. If the latter is used, be sure to make assignments at least one week in advance. In addition to the problems suggested in the foregoing outline and in the Quarterly, these might be used:

1. What part does faith play in a successful school career?
2. How can faith help one to secure employment?
3. Of what value was faith to Thomas A. Edison? (Marconi, Ford, Pasteur, Joan of Arc, Lincoln, Admiral Byrd, etc.)
4. How will faith help one to live a good life?
5. How can we increase our faith in ourselves? Our faith in God?

(These problems may be used for class projects or as subjects for brief talks by pupils.)

Supplementary Materials:

1. It was faith that sent Columbus to Queen Isabella for the ships and men he needed for his westward journey. After many days of sailing, when the sailors lost hope and threatened mutiny, it was faith that gave Columbus such courage that he did not waver in his determination, and was able to inspire his subordinates with new hope—hope that held out until a tiny light on the distant shore signaled the success of the expedition. If Columbus had lost faith and

turned back one day too soon, he would have been a failure.

2. When Major Powell and his men were exploring, for the first time, the canyons of the Colorado River, they reached some very dangerous rapids, where the river plunged in great foaming waves between narrow walls. A little way down, there was a bend in the canyon, making it impossible for anyone to see whether smooth water, more rapids, or a great fall awaited the explorers.

The boats were drawn up on a small sandbar just above the narrow gorge, and a council was held. The men were weary from months of hardship and privation; day after day their lives had been endangered; and now, with starvation threatening, they had come, it seemed, to the worst hazard of all. Three men refused to go on. Major Powell walked up and down the sandbar all night trying to solve the problem. When morning came he announced his decision: He would risk all in an attempt to go on down the river. He had faith in his boats and in his brave strong men.

All the men except three agreed to go with him. The boats were launched, and after a short, extremely dangerous ride through the rapids, the party reached smooth water and were able to complete their journey in safety.

The other men finally succeeded in climbing out of the canyon to the high plateau above, where they were ambushed and killed by Indians.

The first party were saved by the faith of Major Powell; the second lost their lives for the lack of faith.

3. Because we are placed on this earth that we may prove ourselves, it is natural that those whose faith in God is strongest will be nearer to Him than those who waver and doubt, and who lack confidence in the final triumph of good over evil. Note this parallel situation: The employee who is loyal, enthusiastic, zealous, and who is motivated by confidence in his employer, is sure to be looked upon with more favor than is the employee who is cynical, pessimistic, and who plainly shows his lack of confidence in the business and in those who control it.

Activity Projects:

1. Memorize and repeat in class Verse 6, of the eleventh chapter of Hebrews.
2. Relate a pioneer story in which success came through the exercise of faith.
3. Tell about the answer to a prayer of your own or of someone in your own family.
4. Try to find and bring to class a picture or a poem illustrating the power of faith.

MOTHERS' DAY
May 14, 1939

THE HANDMAID OF FAITH

Lesson 16. For May 21, 1939

Objective:

To impress our pupils with the fact that success in any worthy undertaking can be won only by the application of unwavering faith and diligent effort.

Text:

Lesson 16 of the second Quarterly.

Supplementary References:

Dummelow, *One Volume Bible Commentary*, pp. 651-652; Tanner, *New Testament Studies*, pp. 213-214; Talmage, *Jesus the Christ*, pp. 319, 381, and 395 (Note 3); James 2:14-20.

Suggested Outline:

- I. How can we win the love and approval of Jesus?
 - a. Is faith alone sufficient for salvation?
 - b. On the other hand, will work without faith win eternal life?
 - c. What does Jesus say about these two things?
- II. Why is the principle of faith plus works of vital importance to us?
 - a. How does it apply to our spiritual growth.
 - b. To our mental development?
 - c. To our physical achievements?

Suggestions for Teaching:

Again the problem-project method is most suitable. As with the preceding lesson, problems may be drawn from the foregoing outline or from questions in the Quarterly. In addition, such problems as these may be of interest.

1. How can I break a certain bad habit that is a bar to my success or happiness?
2. How can I improve the spirit of harmony (refinement, helpfulness, etc.) in my home?
3. Circumstances are hindering me from obtaining an education (musical instruction, a musical instrument, a typewriter, or some other worthy thing). How can I apply the principle of faith plus work to solve my problem?

Supplementary Materials:

1. To his unwavering faith, Washington added all the work that he was able to give, and thus saved the cause of American independence when it seemed almost hopelessly lost.
2. A few years ago, a young man living with his widowed mother in a small Idaho town became very eager to secure an educa-

tion. He had great faith in his ability, and felt confident of his future success. However, his family were so poor that the outlook was discouraging. Many others in similar circumstances would have settled down to a long period of waiting and hoping for "something to turn up."

But to faith, this young man added action. With only \$35 in his pockets he set out for Salt Lake City. At school, he did not ask for special consideration, but his efforts the very first day won such favorable attention that he was provided with work that would pay for his education.

His progress in school was exceptionally fast. After graduation and a short period of employment, he entered an eastern university, where he continued his remarkably successful career. He now has a family, an excellent position, and is winning the success he once dreamed about.

Activity Projects:

1. Ask a returned missionary to relate an experience illustrating the power of faith plus works.

2. From your own experiences, tell the class how you reached a goal that you had set for yourself. That goal may have been the breaking of a bad habit or the forming of a good one; it may have been the mastery of a difficult subject in school, or it may have been the winning of a friend.

3. Find and memorize the poem, "Invictus," by W. E. Henley, or any similar poem.

4. Give a short talk in class explaining how the principle of faith and works will enable us to win the blessings promised in the Word of Wisdom.

OPEN SUNDAY
May 28, 1939

Let Each Man Learn to Know Himself

Let each man learn to know himself,
To gain that knowledge, let him labor,
Improve those failings in himself
Which he condemns so in his neighbor.
How lenient our own faults we view,
And conscience' voice adroitly smother;
But oh! how harshly we review
The self-same errors in another!

And if you meet an erring one,
Whose deeds are blamable or thoughtless,
Consider, ere you cast the stone,
If you yourself be pure and faultless.
Oh! list to that small voice within,
Whose whisperings oft make men confounded,
And trumpet not another's sin,
You'd blush deep if your own were sounded.

And in self-judgment, if you find
Your deeds to others are superior,
To you has providence been kind,
As you should be to those inferior.
Example sheds a genial ray
Of light which men are apt to borrow;
So first improve yourself today
And then improve your friends tomorrow.

—Author Unknown.

OLD TESTAMENT



Course A—For Deacons and Other Boys and Girls, 14, 15 and 16 Years of Age.

General Board Committee: T. Albert Hooper, Chairman; Junius R. Tribe and Wallace F. Bennett

CONCERT RECITATION

Exodus 18:11

"Now I know that the Lord is greater than all gods; for in the thing wherein they dealt proudly, He is above them."

LESSONS FOR MAY, 1939

MOSES AND JETHRO

Lesson 15. For May 7, 1939

Problem:

How can we succeed in life under the conditions which we find in our environment?

References:

First, the Quarterly; second, the Bible, Exodus, chapter 2, verses 15-22 and all of chapter 18; third, *Through the Bible*, Wilson, Part Four, chapter 3; *Children of the Promise*, Evans, chapter XIX.

Objective:

To succeed in life means to live in such a way that we can have the approval of our Heavenly Father.

Outline Material:

- I. Moses.
 - a. Introduction—what is success?
 - b. Moses was an educated man.
 - c. He had knowledge of two different peoples.
 - d. He had native intelligence.
- II. Jethro.
 - a. Who Jethro was.
 - b. His personal qualities.
 1. Generosity.
 2. Wisdom.

Methodology:

First of all, one should bring this lesson down to the level of the class, and keep it there. At their time of life they are looking forward to a vocation or an occupation in their world. Their happiness depends partly on what they choose to do and how they do it. Have them read the lesson in the Quarterly, therefore, and if you think best, the Bible citations given. Also, if the books are available, the other references made—not of course, for all the class, but rather for special reports by capable individuals.

Page 128

Mostly, however, the discussion should take the form of question and answer, based on the experience and reading of the group. If the teacher wishes further information on how to do this, he should consult Dr. Wahlquist's book, *Teaching as The Direction of Activities*, chapter VII, "The Socialized Recitation."

The following questions may prove helpful in the conduct of the recitation:

1. Name a man whom you know or have read about whom you consider successful. What qualities of character do you see in him, to have made him successful?
2. To what extent does the making of money contribute to one's success? Is money an advantage or a handicap? To what extent may a public position contribute to one's success? Is such a position an advantage or a disadvantage?
3. Have you chosen your vocation yet? What is it? How can you tell whether or not this vocation is what you ought to do? Can you get any help in this decision from this lesson on "Moses and Jethro"? If so, what, specifically?

MOTHERS' DAY

Sunday, May 14, 1939

MOSES AND JOSHUA

Lesson 16. For May 21, 1939

Problem:

How does one develop the qualities of leadership?

References:

Exodus, chapter 32:9-26; Numbers, chapter 13; the Quarterly, Lesson 16.

Objective:

Whoever will cultivate the qualities shown by Joshua may become a leader in his group.

Lesson Material in Outline:

- I. Introductory.
- II. Early qualities shown by Joshua.
 1. Decision.
 2. Judgment
 3. Courage.
- III. Subsequent qualities.
 1. Spirituality.
 2. Independence of judgment.
- IV. Conclusion.

Enrichment Material:

1. Look at the members of the group you belong to and ask yourself (a) who stand out as leaders, (b) who are inclined to follow their leadership, and (c) what are the qualities shown by these leaders and followers, respectfully?

2. What is the difference between bravery and courage? (Look this up in the dictionary). When Joshua stood up in the battle with the Amalekites, was he "brave" or "courageous"? When he and Caleb stood out against the rest of the spies and the peo-

ple wanted to stone them, which was he—"brave" or "courageous"?

3. What should a Mormon boy or girl do when the crowd smokes or drinks beer, wine, or something stronger? If he does so, what will the rest think of him or her in their heart of hearts? What might they say? What qualities stand out here? Name some other situations in which courage becomes necessary. (The Mormon boy or girl should not use tobacco or alcohol in any form, because he is not supposed to. People will judge their conduct by their beliefs?)

4. Is one a "sissy" who is religious? What is it to be a "sissy." There used to be a movie called "The Devil is a Sissy!" What did it mean? What is it to be spiritual minded, like Joshua? Who was really right—Joshua and Caleb or the people whom they spoke to? Justify your answer.

OPEN SUNDAY

Sunday, May 28, 1939

DO YOU KNOW?—**II.**

8. When and where was the Church of Jesus Christ of Latter-day Saints organized?
9. How many members did it have then? Who were they?
10. How many others had been baptized then?
11. Why were there so few charter members, when others had been baptized?
12. What ordinances were in effect at this time, and what were they?
13. What were the principles taught at this time? Name them.
14. Who were the first officers of this Church? What were they called?

Answers to "Do You Know?"—**II.**

8. The Church of Jesus Christ of Latter-day Saints was organized in Fayette, New York, on April 6, 1830.
9. There were six members. Their names are: Joseph Smith, Jr., Oliver Cowdery, Hyrum Smith, Peter Whitmer, Jr., Samuel H. Smith, and David Whitmer.
10. At least three others had been baptized that we know of.
11. The laws of New York State required six members before a corporation could be formed.
12. The ordinances in effect at this organization were: (1) Baptism, (2) Confirmation, and (3) the Sacrament of the Lord's Supper.
13. The principles involved in the organization were: (1) faith, (2) repentance, (3) prayer.
14. The first officers in the Church were Joseph Smith and Oliver Cowdery. Cowdery acted as recorder and historian for a time.

CHURCH HISTORY



For Boys and Girls, Ages 10 and 11

General Board Committee: Charles J. Ross, Chairman; De Lore Nichols, Ruth Wheelon and Gordon B. Hinckley

CONCERT RECITATION FOR MAY

"Honor thy father and thy mother that thy days may be long upon the land which the Lord, thy God, giveth thee."

LESSONS FOR MAY, 1939

OUR PIONEER MOTHERS

Lesson 16. For May 7, 1939

Objective:

As we come to appreciate the faith of our Pioneer mothers, a desire to take advantage of our own religious opportunities grows.

References:

Tullidge, *The Women of Mormondom*; Hannah Daphne Smith Dalton, *Pretty Is As Pretty Does*.

SUGGESTIONS

Supervised Study:

"In what way did our Pioneer mothers set an example of faith that we could well follow today?" Such a question as this, placed on the board before the class begins to read the Quarterly, will serve to focus their attention toward the objective of the lesson.

Activities:

Sin, "Love at Home." Let members of the class recount the stories given in the Quarterly. If you can get some Pioneer woman to tell of the conditions under which she lived, most of the class time could profitably be devoted to her experiences. There are still women in many communities who grew up under the conditions of frontier life. Discuss the opportunities afforded by the Church to women and girls, showing that there are many activities in which they can profitably engage. Color the drawing.

Application:

Let each member of the class resolve to do something practical to make next Sunday a better Mothers' Day for his mother.

MOTHERS' DAY

May, 14, 1939

PIONEER EDUCATION

Lesson 17. For May 21, 1939

Objective:

If we are to be truly educated, we must receive spiritual as well as secular training.

References:

Gates-Widtsoe, *Brigham Young*, pp. 278-292; Maeser, *Karl G. Maeser*; Young, *The Founding of Utah*, pp. 295-327; Evans, *The Story of Utah*, pp. 196-207.

SUGGESTIONS

Supervised Study:

"What did Brigham Young believe education should do for people?" This question on the blackboard will serve to call attention to Brigham Young's broad and fundamental policies on education.

Activity:

Let the students talk to the question given above. Recount the story of Karl G. Maeser, the father of the great Church educational system. Let the students discuss the breadth of the education they are receiving. Do they receive training in character-building and spirituality as well as in the common arts and sciences? Let them discuss ways and means by which their Sunday School class work could be made more interesting and effective. Let them come to feel and know that Sunday School and other Church activities offer to them opportunities for education which they cannot afford to miss if they want to become the men and women they dream of some day becoming. Color the drawing of an early-day school.

Application:

Let each member of the class resolve to share his opportunities for spiritual education by endeavoring to bring a friend to Sunday School.

COMMUNICATION AND TRAVEL ARE MADE EASIER FOR THE PIONEERS

Lesson 18. For May 28, 1939

Objective:

As the world has advanced our opportunities for preaching the gospel have increased.

References:

Young, *The Founding of Utah*, pp. 399-417; Evans, *The Story of Utah*, pp. 163-6; 221-236; *Sunday School Lessons*, 1935, Church History, pp. 69-73; Robert's, *Comprehensive History of the Church*, vol. IV, pp. 31-3; 548-50; vol. V, pp. 76-8; 239-52; Gates-Widtsoe, *Brigham Young*, pp. 218-19.

SUGGESTIONS

Supervised Study:

Sketch on the blackboard a map of the United States, showing the Mormon community set off by itself in the mountains. Then put in the route of the Pony Express, the Telegraph and the Railroad, showing how

these linked the Pioneer community with the outside world. This will assist the class in reading the lesson.

Activity:

Let the class recount the stories of the gold-seekers, the Pony Express, the building of the telegraph and the railroad. Show that with the coming of each of these a better means was opened whereby the world could learn of the activities and beliefs of the Church. Let them list modern methods of preaching the gospel. You might invite a recently returned missionary in to briefly discuss this topic. Discuss ways in which members of the class can do individual missionary work, particularly by living an exemplary life. Sing, or have someone sing, "I'll Go Where You Want Me to Go, Dear Lord." Color the drawing.

Application:

Let each member of the class come to feel that even though he is young he can assist the work of the Lord by living up to the teachings of the gospel.

THE SNOOKS—11

By Olive W. Burt

A friend of ours was shocked one day
To hear a skinny SNOOK-child say,
"I really hope that it don't rain."
Our friend had really quite a pain!

Even a SNOOK-child shouldn't say,
"I hope it do not rain today."

THE SNOOKS—12

SNOOKS sometimes make such strange things rhyme,
Like "seen" and "dream"; or "thine" and "time".
They seem to think "home" rhymes with "stone";
It makes real poets fairly groan.

Why can't SNOOKS learn that consonants, too.
Help make the rhyme. Of course they do!



PRIMARY

NEW TESTAMENT STORIES

For Children 7, 8 and 9 Years of Age

General Board Committee: Frank K. Seegmiller, Chairman; Lucy G. Sperry, Edith Ryberg

First Sunday. May 7, 1939

Review of Lessons 12 to 15

The following exercises could be placed on the blackboard with the teacher helping in the reading of them.

- I. When we break rules in anything we may expect—
 - a. Rewards.
 - b. Punishment.
 - c. Another chance.
- II. Jonah went out to sea in a boat to—
 - a. Catch fish.
 - b. Go for a trip.
 - c. Get away from the Lord.
- III. He found that God was—
 - a. Everywhere.
 - b. Just on land.
 - c. In the skies.
- IV. God loves children that live—
 - a. In Utah.
 - b. Everywhere.
 - c. In Europe.
- V. Color of skin—
 - a. Makes no difference to the Lord.
 - b. Makes a lot of difference to us (sometimes)

Write the name Jonah and Hezekiah on the board. Draw a line between them. Now put all the words that tell about Jonah under his name and all those that tell about Hezekiah under his name.

Whale	Storm
fig plaster	Assyrians
Jerusalem	15 years to life
Nineveh	ran away from God
boat	king
sailors	large army

Second Sunday. May 14, 1939

MOTHERS' DAY

The Superintendents of the Sunday Schools usually plan the Mothers' Day program for the entire school. The following songs may be helpful suggestions however if the Primary Department is asked to participate.

"The Dearest Name," *Kindergarten and Primary Songs*, by Frances K. Taylor.

Page 132

"Daddy's Homecoming," *Kindergarten and Primary Songs*, by Frances K. Taylor.

"My Mother," Moiselle Renstrom, page 191, April, 1933, *Instructor*.

"Darling Mother," April, 1934, *Instructor*.

Appropriate poems and programs for Mothers' Day may be found in *Instructors* for March and April, 1933, and March, 1934.

Third Sunday. May 21, 1939

FOUR NOBLE BOYS

Lesson 16. For May 21, 1939

Text:

Daniel, Chapter 1.

References:

Hurlbut's *Story of the Bible*, pp. 454-456. Dalby's *Land and Leaders of Israel*.

Objective:

Observance of Hygienic law in food and drink makes for health of body and of mind.

Outline of Lesson:

- I. The Four Captive Nobles.
 - a. Captured by King Nebuchadnezzar.
 - b. Taken to Babylon.
- II. The Two Plans of Living.
 - a. The court plan.
 - b. The plan of Daniel.
- III. The Test.
 - a. The temperate plan tried.
 - b. The four boys physically more fit.
 - c. The four boys mentally more fit.
 - d. Their promotions.

Methods and Enrichments:

Song:

"In Our Lovely Deseret," *Deseret Sunday School Songs*.

"Daily Bread," *Songs For Little People*, Danielson and Conant.

Picture:

Standard Pictures No. 47.

Memory Gem:

"They shall walk and not be weary; shall run and not faint."

Point of Contact:

One day I saw two cages of little white rats. In one cage was a little scrawny, skinny fellow with dull looking fur and sore eyes. In the other cage was a big fat frisky looking rat with the shiniest eyes and fur. He raced around in the cage while his little twin (for they had been born at the same time) sat all crouched over at one side of his cage. What do you think had made these twin rats so different? (their food) What do you think the little rat had been given? (water, potatoes and bread) The other frisky rat had been fed milk, lettuce, carrots, some meat, cereal and cod liver oil.

To-day I'm going to tell you about four boys who knew what to eat.

Application and Directed Activity:

What do we have in our Church that is a sort of health code? (Word of Wisdom). What does it tell us to eat? What does it tell us not to eat and drink?

Today we are going to make a chart. Fold your paper in half. On one side, write "health" on the other "sickness." Now draw some foods and drinks that make you healthy. Next draw some foods and drinks that people eat and drink that are not good for them. You may color the pictures to make them look more real.

To Teachers:

Toward the end of the existence of the kingdom of Judah, there lived in Jerusalem some young noblemen. Among them were the four youths of this lesson, of whom the leader was Daniel. When Johoiakin, one of the last wicked kings of Judah, rebelled against Nebuchadnezzar, the king of Babylon, that mighty monarch, took Jerusalem and sent captive to Babylon many of the nobility. Among those sent were Daniel and his friends.

Once in Babylon these boys deeply impressed the king. So he ordered that they be sent to school three years that at the end of that period he might use them as his helpers.

At the king's court it is presumed that those who are favored to live there will enjoy the best of food and drink. So the chief of the princes in the palace, as a special favor, ordered that these four captives should be given rich foods and wine from the king's own table. Now, there were two very good reasons why the Jewish boys didn't want these delicacies. In Babylon the meat and wine that the king used were taken from the offerings made to the idols that the king worshiped. To eat and drink them would be to these boys the same thing as worshiping the idols. First of all they must be true to

God. So they refused this food and drink. The second reason was that at home in Jerusalem their parents had taught them to use foods largely vegetable in nature. If they did eat meat, it must be flesh of clean animals only such as beef and mutton.

The kind chief of the princes who was over them had never thought of food as they did. He feared that if the boys had their way, they would not thrive. The king seeing their poor bodily condition might become angry at him and put him to death. Daniel proposed to his chief that he try them out on their Jewish diet for ten days. The man really loved Daniel and was impressed with him. So he tried the plan. At the end of ten days temperate living had made the four so healthy of body and so bright of mind that the king placed them all in high places in his kingdom.

THE FORGOTTEN DREAM**Lesson 17. For May 28, 1939****Text:**

Daniel, chapter 2.

References:

Hurlbut's *Story of the Bible*, pp. 457, 458.

Objective:

Through faith and prayer the Lord may help us in time of need.

Outline of Lesson:

- I. The king's dream forgotten.
 - a. He tries in vain to recall it.
 - b. He tries out the magicians.
 - c. He offered rewards—his threats.
- II. Daniel Succeeds.
 - a. Peril of Daniel and his friends.
 - b. Their prayers.
 - c. The Lord reveals it.
 - d. He tells the king.
- III. Daniel's Rewards.

Methods and Enrichments:**Songs:**

"Did You Think to Pray?", *D. S. S. Songs*.
 "If You Have Faith," *Kindergarten and Primary Songs*, by Frances K. Taylor.
 "Son of Prayer," *Kindergarten and Primary Songs*, by Frances K. Taylor.

Picture:

Standard Pictures, No. 468.

Memory Gem:

"If any of you lack wisdom, let him ask of God and it shall be given him."

Point of Contact:

Do you boys and girls ever have dreams? What kind of dreams do you have? Do you believe in your dreams? What makes us have bad dreams? Some people today think that dreams have a certain meaning. They interpret dreaming of muddy water to mean the person is going to have trouble etc. Not many people really believe in dreams now, but long ago almost every one thought every dream he had was important and had to be told to some wise person so that the meaning could be found. Kings often kept people right at court to interpret their many dreams. Do you remember such a case? (Stories of Joseph)

Application:

Why was the dream of Nebuchadnezzar especially hard to interpret? (He had forgotten it). Who then, was the only one who could help Daniel? How can we ask the Lord to protect us and tell us the things we need to know? (By prayer) Why do you think he still reveals important things to people on earth? When has the Lord really helped you? The next time you really need help what are you going to do? Next Sunday I am going to ask you about it.

Directed Activity:

Pass the Leaflets to the children. Turn to the story you have just presented. Draw a circle around the name of the day's story. Find the name of the king. Draw a line under it. What happened to the king one night? Read about it. How did the king feel about forgetting the dream? Read it to us. Draw a line under his name.

To Teacher:

At one time while at the court of the king

of Babylon, Daniel and his three friends were placed in a position of very great danger. It happened thus:

King Nebuchadnezzar had had a long and very queer dream. It had made a very deep impression upon his feelings, but he had forgotten the dream. In Babylon the priests were called magicians. They were supposed to be able to interpret dreams. So the king called them all in to interpret the dream.

Their predicament was now great because the king had forgotten the dream. They thought it very unjust for Nebuchadnezzar to require not only that they interpret the dream, but also bring the dream up from the land of the forgotten. They protested loudly about the unfairness of this. But the king was a real oriental despot and very arbitrary. If they couldn't tell him the dream, he felt that they were imposters and should all be put to death.

Now Daniel and his three friends were included among the magicians. They too must be put to death. The night that things looked darkest, the four Hebrews prayed fervently to the Lord. And he showed Daniel the secret that very night. In the morning Daniel asked the king's captain to take him before the king.

There in Nebuchadnezzar's presence Daniel told the dream to his master. He first, however, said that he had received it from God in heaven who was not powerless to reveal secrets as were the idol gods of the magicians.

When the king heard it he was filled with wonder. He fell down on his face and worshiped him. Then he gave him many presents and made him ruler over the whole province of Babylon. So the Lord not only saved Daniel and his friends but honored Daniel very much.

A PILGRIM'S ADVICE

(This incident was called to our attention by D. H. Major, teacher of the Gospel Doctrine class in Omaha, Nebraska.)

When the Pilgrim Fathers came to America, they had, originally, two vessels, but one of them, the *Speedwell*, proved unseaworthy. They therefore were compelled to leave some persons behind, whom they had marked out for the voyage. Among these were Pastor Robinson.

This man had guided his flock through their wanderings and persecutions in England and Holland. On the last day of his pastorship, just before the departure of the Pilgrims, he said to them: "I charge you before God and his holy angels that you

follow me no further than you have seen me follow the Lord Jesus Christ. If God reveals anything to you, be ready to receive it. For I am verily persuaded the Lord has much truth yet to bring forth as an article of your covenant; that you be ready to receive whatever truth shall be made known to you from the written word of God. Take heed what you receive as truth; examine it; compare it with other scriptures of truth before you receive it. The Christian world has not yet come to the perfection of knowledge."



KINDERGARTEN

NEW TESTAMENT STORIES

For Children 4, 5 and 6 Years of Age

General Board Committee: Geo. A. Holt, Chairman; Inez Witbeck, Marie Fox Felt

LESSONS FOR MAY, 1939

THE CHILDREN'S REVIEW PERIOD

Lesson 74. For May 7, 1939

Explanation:

Today ends our study of the life of Christ for awhile. We turn now to a study of God's messages as told by Old Testament characters in the setting of that day. Let us make this review period outstanding and impressive. Jesus came to teach us what to do, if we desire to live with our Heavenly Father again. Let us name those things. Have a number of pictures with you illustrating your points. Have the children select those pictures which show kindness, obedience, worship through prayer, honesty, consideration, faith, etc. If we do all these things we are happy, since we know that we are pleasing our Heavenly Father and are making those around us happy also.

Review the songs and rest exercises used last month.

MOTHERS' DAY PROGRAM

Lesson 75. For May 14, 1939

(Note: If the Kindergarten children are asked to participate on the program, the following songs, gems, and activities are submitted for your selection.)

Songs:

"My Mother", Moiselle Renstrom, p. 191, April, 1933, *The Instructor*.

"Darling Mother," April, 1934, *The Instructor*.

"Dearest Names," *Kindergarten and Primary Songs*, by Frances K. Taylor.

"That Wonderful Mother of Mine," Sheet Music.

Memory Gems:

"Mother so loving and father so true,
Sister and brother and wee baby, too;
All love one another, and each does his part
To show, by kind actions, the love in his heart."

"We love you, darling Mother.
This we tell you here today,
And we promise that our actions
Full of love shall be alway."

"I'm thankful for a lot of things,
But one above all other—
The biggest blessing of my life,
The love of you, my Mother.

MOTHER: AN ACROSTIC (For six children each holding a letter)

"Mother is always ready
To help a fellow out;
A mother's sure a dandy,
Of that there is no doubt."

"Our Mothers are always willing
To do whate'er they can—
To help us in our play-time,
Or for our work to plan."

"To all mothers in all places
This day will they be given.
We want to give them honor here.
We know they're praised in heaven."

"Home is the throne for mother,
And we will give her praise;
And love the name of mother
On this and other days."

"Each one here has a Mother,
And each will wish to say
That we are glad they're with us
On this bright Mother's Day."

"Remember, ever, Mothers,
That, though we're sometimes wrong,
We really would not grieve you;
Our love is ever strong."

THE FIRST FAMILY

Lesson 76. For May 21, 1939

Text:

Genesis 1; 2; 3; 4:1-2; *Pearl of Great Price*, "Book of Moses," Chapters 2, 3, 4, 5; *Life Lessons For Little Ones*.

Objective:

God is pleased with those who respect and care for His creations.

Songs:

a. "Dearest Names," p. 54, *Kindergarten and Primary Songs*, by Frances K. Taylor.
b. "Moon Song," p. 54, *Song Stories*, by Patty Hill.

Prayer:

By a little child. Class repeat.

Example: "Thank you, Heavenly Father, for our mothers and fathers and our brothers and sisters. Thank you for the sunshine and the flowers. Thank you for this beautiful world in which we live and all that you have given to make us happy. We do this in Jesus' name. Amen."

Song Practice:

"The Sunshine's Message," p. 39, *Song Stories*, by Patty Hill.

Rest Exercise:

Sing the song "I Love Little Pussy," found in the *Kindergarten and Primary Song Book*, by Frances K. Taylor. Pretend at giving the kitty a bowl of milk to drink.

Shake the crumbs from the table where the birds can find them.

Take deep breaths of good fresh air, and crowd out the bad, stale air. If the opportunity is yours and you are convenient to an outside door, walk with the children around the building once; each one taking as many deep breaths of air as he can. The walking exercise is very good. If each one has bright eyes, he will also be noticing some of Heavenly Father's creations.

Lesson Story:

"The First Family."

Lesson Approach:

How many of you have been for a lovely ride to see the beauties of this Springtime? I am sure that in your heart you wanted to say a little "thank you" prayer to our Heavenly Father for all the green grass, the beautiful flowers, and the sweet songs of the many birds that have come to make our lives so happy. Can you tell us something else that you saw for which you could say "thank you?" The baby calves in the fields, the baby chicks, the tiny kittens and frisky little puppies—all these make us happy to see. Wouldn't we all enjoy an opportunity to play with them.

I was wondering where all of these things came from? Who can tell us who made them all? Yes, it was God, our Father in Heaven. Most wonderful of all His creations are the bodies we have. He wants us to take good care of these bodies because some day we will give them back to Him and He wants them to be better and stronger than when He gave them to us.

Our story today tells of the time when Heavenly Father made this beautiful world and of the very first people He placed upon it.

Lesson Outline:**I. Before the Earth's Creation.**

- a. We lived in Heaven.
- b. We were spirits there.
- c. We were happy and busy there.

II. God Creates the Earth.

- a. He makes light and darkness.
- b. He makes land and water.
 - 1. Fish for the sea.
 - 2. Animals and fowl for the earth.
- c. He makes plants to grow.
 - 1. For food.
 - 2. For shelter.

III. Man and Woman are Created.

- a. In God's image.
- b. Man called Adam.
- c. Woman called Eve.
- d. Are given Garden of Eden.

IV. Adam and Eve Leave the Garden.

- a. Make a new home.
- b. Blessed with a baby.
- c. More Heavenly Spirits are given bodies.

Lesson Application:

Talk with the children about the care of their surroundings—the furniture in the home, the lawns and gardens outside, the property of others, the clothes that are provided for them, etc.

Talk about respect for each member of the family. How much happier we are because we have parents, brothers and sisters. How can we show our love and respect for them? Last Sunday was Mothers' Day. I think that it should have been Fathers' Day also. Every day in the year we should be loving and kind to our parents and most grateful to our Heavenly Father for His many blessings to us.

Memory Gem:

Every morning seems to say,
"There's something happy on the way,
And God sends love to you."

Activity Period:

We suggest that the teacher bring to class twigs from trees or hedges, flowers such as may be growing in her garden, or pictures of some of God's creations that are common to the locality. Together list His wonderful creations as the children know them. The teacher may suggest others.

Closing Song:

"A Song of Thanks," p. 25, *First Year Music*—Hollis Dann.

Prayer:

By a teacher.

NOAH AND THE ARK

Lesson 77. For May 28, 1939

Text:

Genesis 6:5-22; 7; 8; 9:1-17; *Life Lessons For Little Ones*.

Objective:

God promises peace and protection to those who obey His word.

Songs:

- a. "His Little Ones," p. 6, *Kindergarten and Primary Songs*, by Frances K. Taylor.
- b. "Obedience," p. 16, *Kindergarten and Primary Songs*, by Frances K. Taylor.

Prayer:

By a little child. Class repeat.

Example: "Thank you, Heavenly Father for our parents and our teachers, who tell us and show us the right things to do. Help us always to be obedient and kind. We ask these blessings in Jesus' name. Amen."

Song Practice:

"The Sunshine's Message," p. 39, *Song Stories*, by Patty Hill.

Rest Exercise:

Let the children represent a storm. Stand. Wave the arms forward to be the wind. Wave the arms slowly above the head to be the floating clouds. Drop the fingers to the floor to be the rain, slowly at first, then faster and faster. Touch finger tips above the head to be the sun. Take hold of each other's hands and hold them high above the head, to be the rainbow.

Lesson Story:

"Noah and the Ark."

Lesson Approach:

We wish to emphasize in the teaching of this lesson, the blessings that come to those who are obedient. Noah was protected from the storm because of his faithful obedience to God's commands. He was blessed because he had been good and had tried to help those who were disobedient.

Talk with the children about obedience in the home. Mother and Father are wiser than little people. They know the best way for us to live.

The children may know of someone who has been disobedient and was punished, though it is best for the teacher to emphasize the blessings which come through obedience.

The rainbow in the sky is a beautiful symbol of God's promise to us.

Lesson Outline:

- I. The World in Noah's Time.
 - a. Wickedness prevailed.
 - b. Noah preached repentance.
 - c. Noah "walked with God."
- II. God Rewards Noah's Faithfulness.
 - a. Commands him to build an Ark.
 - b. Commands him to take animals also.
 - 1. Two of each kind.
 - 2. Fowls of the air.
 - c. Commands him to provide food for all.
- III. God Sends a Flood.
 - a. Rain falls for forty days and nights.
 - b. Earth is covered with water.
 - 1. All things die.
 - 2. Wickedness is washed away.
 - 3. Noah and family are safe.
- IV. The Rainbow of Promise.
 - a. The storm ceases.
 - 1. The dove finds dry land.
 - 2. Trees and flowers grow again.
 - b. Noah leaves the Ark.
 - 1. He sees the rainbow.
 - 2. He talks with God.
 - c. God promises protection and peace to those who obey Him.

Lesson Application:

Always Heavenly Father has blessed those who obeyed Him. Long ago, as you may recall, when Jesus was a tiny baby, the wicked King Herod ordered all the babies in Bethlehem killed, so that Jesus would not grow up to be the King of the Jews and replace Herod on his throne. An angel appeared to Joseph and Mary and told them to go at once to Egypt. They did this and were protected from harm because they obeyed.

Let us name together the things that little folks can do, in obedience to Heavenly Father's teachings. (Obey Father and Mother. Attend Sunday School. Keep the word of wisdom. Be kind and thoughtful to others. Be happy.)

Memory Gem:

Same as last Sunday.

Activity Period:

Repeat as many little gems or retell as many short stories which feature obedience as time will permit. For example: "I am God's little child; that is better than all, He bids me obey Him; I'll follow His call; My love and my service, I'll gratefully give, And praise Him and bless Him as long as I live."

Closing Song:

"Closing Prayer," p. 9, *Kindergarten and Primary Songs*, by Frances K. Taylor.

Prayer:

By a teacher.



CRADLE ROLL



First Sunday, May 7, 1939

Textbook:

Cradle Roll Lessons, by Louise Oglevee.

Songs:

- a. "Good Morning Ev'rybody," p. 14, *Finger Plays and Songs*, by Bertha D. Martin. (First two lines of first verse only.)
- b. "I Saw Many Things Today," p. 11, *Kindergarten and Primary Songs*, by Frances K. Taylor.

Prayer:

By a little child. Class repeat.

Example: "Heavenly Father, thank you for our Mothers and Fathers and our brothers and sisters. Thank you for taking such good care of us all. We do this in the name of Jesus Christ. Amen."

Songs:

- a. "Here's a Ball for Baby," p. 40, *Finger Plays*, by Emilie Poulsson.
- b. "Fathers and Mothers Care," p. 74, *Song Stories*, by Patty Hill.

Rest Exercise:

Next Sunday is Mothers' Day. On that day we are going to have a program. We will sing songs to Mother and tell her in many ways that we love her. Let us pretend that we are showing her now of our love. It is early in the morning. We quietly climb out of bed and put on our clothes. We button all of the buttons without help and even lace our shoes and tie the bows. Then we hang up our nighties in the clothes closet. We next turn back the covers of our good bed so that it can get good, fresh air in it. We tip-toe to the bathroom and wash our face, neck, ears and hands. Now we dry them thoroughly, so that our skin will not get chappy and sore. We hurry to where Mother is now and with our very best smile on our face, we call "good morning, mother, dear. See how clean I am. That is to show you that I love you. Shall I put the chairs up to the table, ready for everyone?" Have the children go through the motions as you tell the above. To the tune of "Good Morning to You," p. 3, *Song Stories*, by Patty Hill, the following words might be sung:

"Mother dear, I love you.
Mother dear, I love you.
I will be your helper,
Because I love you."

Lesson Approach and Story:

From the time we are babies until we are grown men and women, our mothers and fathers take a delight in planning things for us that will make us happy. Perhaps it is our favorite dish for supper, a few flowers on our dresser, a bright new tie or handkerchief. Perhaps it is a trip to see something that we have wanted to see for ever so long. With our automobiles we can go to the canyon, the seashore, to visit our grandparents or very dear friends or just for a ride to the beautiful world about us. Sometimes the trips are long ones, sometimes short, but always we enjoy them.

Long ago, when Jesus was twelve years old, he went on a trip or a journey, as we sometimes call it. It was the first one of his whole life. It was to Jerusalem in company with Mary and Joseph. What a happy boy he was when he learned that he might go. (Tell the story "The Boy Jesus on a Journey," Lesson No. 32).

Activity Period:

Find pictures in magazines of all possible means of conveyance that might be used, were one taking a journey. (Donkeys, horses, bicycles, motorcycles, automobiles, trains, airplanes, etc.). Jesus walked, while his mother rode on a donkey. We use the faster means of travel, such as automobiles and trains.

Song:

Children's choice. Pass wraps.

"Parting Song," p. 7, *Kindergarten Plan Book*.

Prayer:

By a teacher.

MOTHERS' DAY PROGRAM

Second Sunday, May 14, 1939

If it is desired that the Cradle Roll Children appear on the program honoring "Mother," the words of the Mothers' Day Song suggested in the previous lesson may be used. The following verse is also appropriate.

"My Mother is so kind to me,
Her loving helper I will be."
—Louise Oglevee.

Third Sunday. May 21, 1939

Songs:

- a. "Good Morning Song," p. 126, *Kinder-garten Plan Book*.
- b. "The Heart Garden," p. 63, *Kindergarten and Primary Songs*, by Frances K. Taylor.

Prayer:

By a little child.

Example: "Heavenly Father, thank you for the beautiful sunshine and lovely flowers. Amen."

Song:

"In My Little Garden Bed," p. 24, *Finger Plays*, by Emilie Pousson.

Rest Exercise:

Let us play that we are little seeds in Heavenly Father's beautiful garden. (Choose some children to be little seeds asleep under the ground. While the music plays, other children may be wind fairies, lightly tip-toeing over the garden, drying up the dampness and blowing all evidences of winter away. Have the music change and the rain fairies come. With their little hands spread out, have them represent the little raindrops pattering over the garden. With another change of music, the sun fairies come smiling and happily go from one flower to another shining upon them. As the little sun fairy touches the sleeping seed, it begins to grow and soon becomes a full grown flower. (The music of nature songs may be found appropriate for your purpose.)

Lesson Approach and Story:

We have played that we were a part of a lovely garden and have been very happy, haven't we? Gardens make the hearts of all people happy, I am sure.

Long ago, Heavenly Father made the first garden on this earth. It was especially beautiful. In it He placed the first man and the first woman. (Tell the stories, "The First Garden," and "The First Man and Woman," Lesson No. 33 and 34.) To insure a better understanding and a greater appreciation on your part, read Genesis, chapters 2 and 3.

Activity Period:

Give to each child a piece of paper and

red, green and brown crayons. Draw for them a large, red apple so that they can see how it is done. Ask them to draw one now.

Fourth Sunday. May 28, 1939

Songs:

- a. "Good Morning Song," p. 126, *Kinder-garten Plan Book*.
- b. "Thanks to Our Father," p. 97, *Songs For The Little Child*, Baker and Kohlsaat.

Prayer:

By a little child.

Example: "Thank you Heavenly Father for our good food and water. Amen."

Song:

(To the tune of "Robin Redbreast," p. 15, *Child Land In Song and Rhythm*, Jones and Barbour, sing the following words):

"Oh, I am Sally Spinach,
Oh, Ho! Oh, Ho; Oh, Ho;
And I am full of iron.
To help make you grow."

Rest Exercise:

Boys and girls who eat good vegetables and drink much good milk and water will grow strong as soldier boys. Let us play that we are soldier boys today. To the tune, "Soldier Boy, Soldier Boy," (*Blue Book of Favorite Songs*, p. 88), let us march together. John may carry the flag and be the leader.

Lesson Approach and Story:

Bring to class, pictures of vegetables, fruit, cereals and milk. Ask the children to name these. Encourage them to talk about the food they eat. Compliment those who eat all vegetables, fruit and cereals and drink all the milk served them by their mothers. Follow this discussion with the story, "The Brave Boy, Daniel."

Activity Period:

Have the children paste the pictures of fruit, vegetables, cereals and milk that both you and they have found, into small scrap books made of brown wrapping paper. These they will take home when finished to show their parents the kinds of food that our Heavenly Father likes us to eat.

TODAY

Finish every day and be done with it. You have done what you could. Some blunders and absurdities no doubt crept in; forget them as soon as you can. Tomorrow is a new day; begin it well and serenely and with too high a spirit to be cumbered with your old nonsense. This day is all that is good and fair. It is too dear, with its hopes and invitations, to waste a moment on the yesterdays.—Emerson.



The Funny Bone -

"What an ornament and safeguard is humor! Far better than wit for a poet and writer. It is a genius itself, and so defends from the insanities."

—Sir Walter Scott.

Discovered At Last

"Any abnormal children in your classes?" asked the inspector.

"Yes," replied the school marm sadly, "two of them have good manners."

Noise Wins

"What does the professor of Greek get?"

"Oh, about \$3,000 a year."

"And the football coach?"

"About \$12,000 a year."

"Quite a discrepancy."

"Well, did you ever hear 40,000 people cheering a Greek recitation?"

It All Depends

Frankie: "Dad, what do you call a man who drives a car?"

Dad: "It all depends on how close he comes to me, my boy."

Misplaced Confidence

A fellow drank some gasoline
To see how it would taste;
Then lit a match to light his fag,
And littered up the place.

Sh! Robbers!

A Congressman's wife, waking him in the middle of the night, told him there were robbers in the house.

"Impossible," said the Congressman. There may be robbers in the Senate but not in the House.—*South East Sparks*.

What'd She Mean?

A Scotch wife nagged and nagged her husband until the poor fellow died. Then she was sorry, very sorry, so she erected a fine stone over his grave on which she had carved the following inscription:

"Rest in peace until I join you."

Hobo Grammar

Lady, to hobo at door: "Did you notice that pile of wood in the yard?"

"Yes'm, I seen it."

"You should mind your grammar. You mean you saw it."

"No'm. You saw me see it, but you ain't seen me saw it."

Flabbergasted

Small Girl: "Mother, if I grow up will I have a husband like papa?"

Mother: "Yes, dear."

Small Girl: "And if I do not get married, will I be an old maid like Aunt Susan?"

Mother: "Yes, dear."

Small Girl: "Well, I am in a fix."

A Belated Wedding

Wife (with newspaper): "Just think of it! A couple got married a few days ago after a courtship which lasted fifty years."

Husband: "I suppose the poor old man was too feeble to hold out any longer."

It Was A Red Light

"Miranda, whassat light shinin' in yo' eyes?"

"That's my stop light, Rastus."—*The Ground Hog*.

His Generous Bequest

"I hear that Jones left everything he had to an orphan asylum."

"Is that so? What did he leave?"

"Twelve children."

Not His Idea

First Mechanic: "You mean to tell me you work until six o'clock every night? Why, I wouldn't think of doing that."

Second Mechanic: "Neither would I, it's the Boss' idea."—*Chicago Sparks*.

Keeping A Secret

The young man said he knew his girl could keep a secret, because they had been engaged for weeks before even he knew about it.

Retort Punctual

The superintendent of an insane asylum noticed an inmate pushing a wheelbarrow upside down.

"Why do you have it upside down?" asked the superintendent.

"You don't think I'm crazy do you?" was the reply. "I pushed it right side up yesterday and they kept filling it with gravel!"—*American Legion Magazine*.

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